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BSTRACT

This trainer's manual contains complete instructions nd resource references for delivering the management skills program esigned to upgrade the skills and performance of managerial ersonnel in the alcoholism field. It provides four areas of nformation: (1) course content and methodology, target audience, ssumptions and suggestions; (2) adaptation suggestions; (3) session nstructions and suggestions; (4) sample forms and materials. The urriculum consists of an orientation and overview, the group rocess, management and change, the planning process, director and oard relationships, planning for change, funding sources, selected spects of financial management, organization structure and position escriptions, personnel evaluation and supervision, appraisal nterviews and staff development, information gathering and decision aking, individual planning and closing activities. The course is esigned for flexibility as a result of national field testing. LS)

National Institute on Alcohol Abuse and Alcoholism

Trainer Manual

U.S. Department of Health, Education, and Welfare • Public Health Service • Alcohol, Drug Abuse, and Mental Health Administration

program overview

PURPOSE: The Management Skills package is a basic course that is intended to refresh and/or upgrade managerial skills of managers, supervisors, and program directors in the alcohol field.

AUDIENCE: Supervisors, managers, and directors of alcohol programs.

TRAINER REQUIREMENTS: At least 1 year's training experience is desirable. Trainer should have experience in small group techniques (as opposed to lecture-classroom approach). The trainer should also have *some* background in management. An additional trainer is recommended when training is running for more than 2 days.

COURSE MATERIALS: Training package materials include this *Trainer Manual* and the *Participant Workbook*. Several additional resource and reference books are used as a part of the learning activity.

CONTENT:

- Group dynamics
- Planning and management
- Board relations
- Program assessment
- Personnel supervision and evaluation
- Funding and financial recordkeeping
- Decisionmaking.

METHODOLOGY: The course is presented in a small group format with 10 to 20 participants.

The course has very little lecture. It relies heavily on experiential activities, workshops, discussions, role plays, and so on.

The participants will be called upon to draw from and share their past work experiences to solve problems with which they are confronted during training. In short, the course is designed to present new information and to develop new skills in the context of the participant's past experience.

FACILITIES, MATERIALS, & EQUIPMENT NEEDED:

- Resource booklets (See ordering instructions in appendix IV.)
- A meeting room to accommodate 16 to 20 participants (with space for small group work, either in same room or in breakout rooms)
- 4 flipcharts
- Videotape equipment (optional)
- Duplicating facilities for running off assessment and evaluation instruments

TIME: Depending upon the needs, interest, and time of the group to be trained, single sessions or a combination of sessions may be used. The time required to run the program in its entirety is 40 hours, or 8 training days.

An assessment process is described in section IV of the *Trainer Manual* to assist trainers in tailoring the training offered to the needs and time constraints of their own target group.

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TRAINER MANUAL

MANAGEMENT SKILLS FOR ALCOHOL PROGRAM ADMINISTRATORS

developed by
National Center for Alcohol Education

U.S. Department of Health, Education, and Welfare
Public Health Service
Alcohol, Drug Abuse, and Mental Health Administration

National Institute on Alcohol Abuse and Alcoholism
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Contents

What Management Skills Is All About

A. Overview of the Management Skills (MS) Program

NCAE's Management Skills model is a package designed for managers, supervisors, and program directors in alcoholism service delivery agencies. The purpose of MS is to upgrade the skills and performance of managerial personnel in the alcoholism field. Trainers of managers in other fields will also find these materials useful in their work.

The program is 45 hours long and consists of 16 sessions, which last from 45 minutes to 3 hours each. Complete presentation of the program takes 8 full training days. However, individual sessions or various combinations may be used to suit the needs, interests, or time requirements of the participants. The model consists of three components: a *Trainer Manual*, a *Participant Workbook*, and resource materials.

1. Trainer Manual

   This book contains complete instructions and resource references for delivering the MS program. It provides the following information:

   Section I gives details about course content and methodology, the target audience, assumptions about training and trainers, and suggestions about how to prepare to run the course.

   Section II describes how the materials can be shortened and adapted to meet particular needs.

   Section III contains instructions and suggestions for conducting individual sessions and for using the materials. This section is intended to be used as a study guide before delivery.

   Section IV (the appendixes) contains sample forms and materials that can be used in asses[illegible]g participant needs and in preparing, conducting, and evaluating the program.

2. Participant Workbook

   This workbook provides references and handouts used in the preparation and delivery of the training sessions. Each participant should have a copy of the workbook or a copy of the appropriate handouts.

3. Resource Materials

   A number of reference books are used in various sessions of the course. It is recommended that the facilitator* and the participants have a copy of each. A listing of sessions that incorporate these books and information about purchasing them are included in the appendixes. Other publications cited are optional for the facilitator and the participants.

The National Center for Alcohol Education (NCAE) developed the initial version of this Management Skills package to provide halfway-house administrators with an

*Throughout this manual, the terms trainer and facilitator are used interchangeably.

opportunity to learn and practice systematic approaches for carrying out their daily managerial responsibilities. This course was pilot-tested twice at NCAE with representative halfway-house administrators from across the country. Following these trials, a revised version was field-tested nationally with audiences of managers, supervisors, and directors from different kinds of alcohol related agencies. The field tests indicated that field trainers can readily adapt these materials and use them effectively, not only with halfway-house administrators but also with much wider audiences. The present edition reflects what NCAE learned about the requirements of this expanded training population of alcoholism program managers.

We feel confident that the model now can meet the needs of these participants. Flexibility has been built into the model to accommodate the time constraints and other special circumstances we observed in the field. When only adapted portions of the course are conducted, the segments selected should correspond to the needs expressed most strongly by participants on the assessment forms in section IV.

Whether conducted in its entirety or in segments, the MS package can benefit people who

- Plan or administer alcoholism program services;
- Manage a unit or operation in an agency;
- Supervise alcoholism service providers;
- Possess little or no formal management training;
- Have had some formal management training but feel the need to practice basic management skills.

The recommended number of participants is 16 to 20. One trainer can manage a group this size for a day or two. We recommend using at least one additional trainer for training that runs for more than 2 days. The recommended training group size divides into four small groups of four or five participants each for practice sessions. A single large room is adequate for the training if it is large enough for four or five groups to talk in conversational tones without distracting each other, but two or three additional breakoff rooms are desirable.

Trainers delivering this program should support the basic content and methodologies of the sessions they conduct. They should be the ones who regularly conduct training for employees in alcohol related service agencies as part of their overall job responsibilities. Trainers who conduct training for managers are even more desirable as facilitators for this program. The training audience for the program is managers and supervisors, so a trainer with some management experience is likely to have fewer credibility problems than one with no management experience. It is preferable that an outside trainer deliver this training rather than an agency manager/trainer whose managerial conduct or style does not accord with what the package describes as good managerial practice.

B. The MS Curriculum

The MS curriculum presents the fundamentals of planning in a changing environment: working productively with staff and board members, finances, supervision, performance appraisal, and decisionmaking.

Session 1. Orientation and Overview (2½ hours)

Participants and staff meet to review the training goals, to compare participants' expectations about training and training goals, to review the schedule and activities, to complete administrative details, and to begin the evaluation process. Special attention is given to activities that will help participants and staff become acquainted.

Session 2. Group Process (all day)

Because managers frequently work in small groups—e.g., board of directors' meetings, staff meetings, interagency committees and because many of the training activities are carried out in small groups, the entire first day of training focuses on the theory and practice of group effectiveness.

Session 3. Management and Change (2¼ hours)

The role of manager is examined through classification and analysis of present activities. The manager's role is further explored in light of the constant and sometimes conflicting pressures for change. Relationships between management, the planning process, and subsequent training sessions are discussed. Practice in group process skills is built into the learning activities of this session.

Session 4. The Planning Process (3 hours)

A systematic planning process is presented and discussed specifically as it relates to the management role. Special emphasis is given to writing specific objectives.

Session 5. Director and Board Relationships (3 hours)

Guidelines for increasing the effectiveness of boards are presented and discussed. In a role playing exercise, participants observe and discuss a problem situation confronting a program's board of directors.

Session 6. Planning for Change (3 hours)

Participants gain practice in planning by identifying the problem dramatized in session

5 and developing a plan for improving the situation. Using a prepared checklist adapted from accreditation standards, each participant assesses his/her own program to identify an area for improvement.

Session 7. Funding Sources (1½ hours)

Various funding sources are classified and summarized, with emphasis on guidelines for securing funds from foundations.

Sessions 8 and 9. Selected Aspects of Financial Management (3¼ hours)

Participants share cost-saving ideas, examine essential recordkeeping requirements, and practice calculation of cost per resident day, cost per hour of counseling, and so on.

Session 10. Organization Structure and Position Descriptions (2½ hours)

Using a hypothetical situation, participants plan the organization of a selected type of alcohol program and develop a job description for one position. Using a prepared form, each participant examines personal attitudes toward his/her work situation. Both of these activities are designed to highlight the impact of formal and informal patterns of organization on employee satisfaction, performance, and, ultimately, client service.

Session 11. Personnel Evaluation and Supervision (2¾ hours)

Procedures for staff evaluation are presented and discussed, including use of a personnel appraisal form and setting of work objectives.

Session 12. Appraisal Interview and Staff Development (3 hours)

Participants demonstrate and evaluate three types of personnel interviews and explore possible strategies for providing staff development opportunities on a limited budget.

Session 13. Information Gathering and Decisionmaking (3 hours)

Several important management issues are examined from the perspective of decisionmaking: what decisions are made, who makes them, what information is needed, and how leadership style affects decisionmaking.

Session 14. Work on Individual Plans (3 hours)

Each participant applies the planning process to meet a program need identified in session 6. All training session notes and materials are used as needed; training staff members are available for consultation.

Session 15. Presentation of Individual Plans (3 hours)

Participants exchange their plans and rate them using a prepared checklist. Selected plans are then presented to the total group for review and discussion.

Session 16. Closing Activities (45 minutes)

Training staff members summarize the program activities; participants complete final evaluation procedures; and certificates are awarded (optional).

Two other activities are interspersed throughout the training program. The first is a series of brief reading assignments designed to provide participants with background information and/or new theoretical material before they begin a session or to summarize and restate information presented in a session.

The second activity is the participant presentations, which are assigned during session 2 and scheduled for presentation in sessions 7, 11, 12, 14, and 15. Later suggestions on how to adapt the materials will explain how these exercises can be used in individual sessions. Participants choose one of five topics to work on. The number of participants who may choose a topic is predetermined by the nature of the topic. Presentation guidelines and resource materials are provided for each topic.

C. Evaluation Instruments

Copies of all the evaluation instruments administered to participants during course development are contained in section IV. To make additional copies, detach these pages and duplicate them or retype them from the manual and then duplicate. Each instrument is discussed briefly here.

1. Pre-Postcognitive Test

This instrument is designed to measure the cognitive gains that occurred over the entire course. It is to be administered to all participants before the training course and again as the last activity of the course. So that this may be as accurate a gage of growth as possible, it is imperative that facilitators cover, during instruction, all the major points listed in the session outlines.

2. Postsession Rating Form

This form invites comment from participants on the utility, effectiveness, and clarity of the materials of a particular session. It asks them to rate the relevance of the material to their needs and to make suggestions for improvement. One item relates to the effectiveness of the facilitator. It is suggested that this form be used only for sessions of particular interest to the facilitator. The rating form may be alternated with debriefing sessions to give the facilitator oral feedback on participants' reactions to the course. A few minutes at the end of the selected session should be allowed for completion of the form.

3. Debriefing Guidelines

The questions guide the facilitator in conducting a short, informal meeting with selected participants about the progress of the course.

4. Final Evaluative Review

This instrument provides for an assessment of the participants' perceptions of the relevance and utility of the entire training course and their overall reaction to it. It is administered at the end of the entire course.

D. Design Assumptions About Training And Trainers

NCAE developed these materials based on a number of assumptions about "good training" and "good trainers."

1. Good training accommodates adults who are
   - independent,
   - experienced,
   - problem-centered, and
   - "now" oriented.

2. Good training, therefore, is
   - self directed (the learner is involved in conducting the learning experience);
   - experience based (learning activities are planned around the participant's experiences);
   - problem centered (learning centers on learner needs/problems, not on "covering" subjects);
   - immediate in application (learning can be put into action directly).

3. A good trainer *plans* the event by
   - laying out overall training goal(s);
   - deciding who will attend (recruitment and selection procedures);
   - assessing funding sources and costs to participants and assigning responsibility for finances;
   - setting the timespan for training in light of costs, participants' needs and availability, and trainer capability;
   - determining those strongly felt needs of participants that can realistically be met within time limitations;
   - adapting the materials to focus on these particular participant needs (suggestions about adapting the materials are given in section II);
   - attending to the logistical needs of participants (food, lodging, travel);
   - arranging for adequate training facilities;
   - acquiring and testing required instructional equipment;
   - engaging the group facilitators and content specialists needed to conduct the training;
   - coordinating the management and delivery activities of everyone involved in planning and running the training program.

4. A good trainer prepares.

5. A good trainer facilitates learning by
   - helping people feel comfortable;
   - creating a healthy learning atmosphere;
   - being supportive and respectful, not judgmental;
   - being aware of his/her own biases;
   - giving participants some rein;
   - focusing on participants' problems;
   - drawing on participants' experiences;
   - providing practice in applying learning;
   - keeping a finger on the pulse of the group and individuals within it;
   - dealing effectively with participants who display behaviors that can impede group work or obstruct learning;
   - surfacing and addressing the underlying problems of the entire group or of subgroups when they adversely affect program progress;
   - being a good training team member.

E. How To Prepare To Run MS

To prepare for the MS course as a whole or in various session combinations, the facilitator should:

- Review package contents; do not try to read it all in one sitting.
- Read sections I and II carefully.
- Apply suggestions on adaptation and select training focus.

To prepare for each individual training session in section III, it is suggested that the facilitator:

iew the session summary page and determine relationship of the objectives of the session hose of the previous session and of the over-ourse.

iew the sequence of activities, the discussion its, and the materials several times before the ion to become thoroughly familiar with the ion and its content.

.e cue cards for use in the session. The erials were designed for preparation, not for very. Trainers are strongly encouraged to presentation materials into their own words to determine the amount of detailed in-ction they personally need. Trainers should this manual for quick reference during group k and breaks. (See sample cue card in endixes.)

ble-check to see that all the materials, equip-t, and furniture listed on the summary page prepared or obtained.

flipcharts, which may easily be made by ing or drawing with markers on large paper. tripod is not available, flipcharts can be d or tacked to the wall. A chalkboard and k may be used instead.

e sure that any audiovisual equipment will vailable and operational when needed. If the facilitator is to operate the equipment, he/she must know how beforehand.

- Rehearse the presentation ahead of time as if the group were present. Once the facilitator is sufficiently familiar with the workshop contents and background material and has prepared his/her notes and key questions, a final preparation step is to enlist a coworker, friend, or family member to act as participant-audience and to run through all the sessions as in an actual workshop. An audience of one or two is not the same as a roomful of participants, but this exercise will give the facilitator a feel for the flow of the activities, the pace and structure of the workshop, and the use of the session cue cards. If no one is available to serve as an audience, or the facilitator is uncomfortable with this arrangement, the facilitator should go through the sessions step-by-step by himself/herself.
- Review cue cards (or make them up) the evening before delivering the session.
- Check the operation and placement of equipment, arrange materials and furniture as necessary, and review cue cards one more time before each session and before the arrival of the participants.

How To Adapt MS To Meet Particular Requirements

The sessions in this course were constructed to be used in sequence over an 8-day period. However, they can also be conducted at spaced intervals. In addition, a number of sessions can be put together and used as independent units or *minicourses* that run for 1 or 2 days. And, as we will see farther on, certain sessions can stand alone.

A. Combining sessions into minicourses

In circumstances where it is not feasible to present the entire MS model, the facilitator can present minicourses that consist of sessions assembled in various combinations to address these broad training issues:

- How do alcohol program managers work effectively with staff to meet the current challenges of alcoholism programming?—Minicourse B: Facing the Future Together.
- How do program managers identify what they should be doing and set specific objectives for these activities?—Minicourse B: Specific Objectives for Basic Management Functions.
- How are planning principles and relational skills used to solve selected problems?—Minicourse C: Planning, Relations, and Problem Solving.
- How do alcoholism agencies raise new money, make the most of available resources, and keep track of actual expenditures against proposed expenditures over a given period of time?—Minicourse D: Raising, Maximizing, and Accounting for Agency Funds.
- How should a particular agency organize itself, divide labor, and provide decisionmaking policies that are well understood, correctly followed, and effective?—Minicourse E: Organizing Work and Making Decisions.
- How do managers set out job expectations with employees, supervise performance and give feedback on a regular basis, and provide for staff development when indicated?—Minicourse F: Supervision and Performance Appraisal.

The sessions that make up each minicourse have been combined to permit the facilitator to lead the participants to a resolution of these issues in a reliable and methodical way. Included in the description of each minicourse below are suggestions for adapting the materials specifically for this kind of use by making alterations in the manner of presentation of the individual sessions in the course. These adaptation recommendations refer to the actual session outlines contained in section III of the *Trainer Manual*. The recommendations are given here as part of the treatment on adapting MS to meet particular requirements. A clear understanding of them will require that the facilitator first study section III, Session Outlines.

1. **Minicourse A: Facing the Future Together**

   Minicourse A is composed of:

   Session 2A—Discussion of Reading Assignment
   Session 2B—Group Process
   Session 2D—Group Process

It is a 1-day course that can help managers chart out program directions and implementation strategies that get staff pulling together toward a clearly perceived mission.

The following adaptations are recommended for minicourse A:

- Begin the course with the Icebreaker Exercise in session 1D or with a "warmup" exercise of your own choosing.
- Summarize the purpose of sessions 2A, 2B, and 2D on newsprint (see introduction of these sessions).
- Compare participants' expectations with the objectives of the minicourse. Make sure participants understand which expectations will and will not be addressed (see MS1F for one way of doing this).
- Assign the article by Bacon and/or the article by Schmidt, et al., depending on available time and interest. Wait until participants are finished.
- Lead a discussion on the article(s) read—for Bacon, MS2AC; for Schmidt, MS2AD.
- Skip session 2C and go directly to session 2D.
- Drop the assignment at the end of 2D.

2. **Minicourse B: Specific Objectives for Basic Management Functions**

Minicourse B consists of:

Session 3—Management and Change
Session 4—The Planning Process

This 1-day course can help the harried program manager sort out the kinds of things he/she should be devoting time to from those that are not of primary concern. The course then teaches the manager how to formulate concrete outcomes for top priority work requirements. Make the following adaptations for this course:

- The first three suggestions under minicourse A also apply here.
- In MS3H, concentrate on the first three session topics in the right hand column of handout 3. Mention the other functions in this column as examples of other kinds of activities on which these functions come to bear.

3. **Minicourse C: Planning, Relations, and Problem Solving**

Minicourse C is composed of:

Session 4—The Planning Process
Session 5—Director/Board Relationships
Session 6A & B—Planning for Change

This 1½-day course allows managers time to practice setting program objectives and dealing with the interpersonal relationships with board members in selling and implementing program ideas in the face of obstructions and problems.

The following adaptations are recommended for minicourse C:

- The first three suggestions under minicourse A apply here.
- The short case study in handout 2 for MS5 in the *Participant Workbook* needs to be rewritten to include the same kinds of information (program goals, program description, staff, board of directors, budget) as they apply to a typical agency such as the ones in which participants work. The title should be changed to fit this revised version.
- If the training audience is not composed exclusively of halfway-house administrators, some parts of the Halfway-house Assessment Worksheet, Handout 1, MS6B, of the *Participant Workbook* will have to be revised. Modifications can be made with the help of Joint Commission on the Accreditation of Hospitals' standards. The format of the worksheet and instructions in the manual can be followed if these changes are made. Question 4 on handout 3 of session 6B should be changed to suit the participants.

4. **Minicourse D: Raising, Maximizing, and Accounting for Agency Funds**

Minicourse D is composed of:

Session 7—Funding Sources
Session 8—Selected Aspects of Financial Management
Session 9—Selected Aspects of Financial Management (cont'd)

Depending on the options followed, this course lasts from 5 to 7 hours. Presenting it will require thorough preparation. The content is highly detailed, and some adaptations in the suggested variations take more time than those in other minicourses. The following adaptations are recommended for minicourse D:

- The first three suggestions under minicourse A apply here.
- Drop MS7A if "philosophy of funding" is not important to you or to your group. This is the easiest path to follow. If that is what you intend to do, go on to the next recommended adaptation. If the subject is important, you have several options following your warmup and introduction of goals.

- For halfway-house administrators, present section 2C, using only the portion on the Philosophy of Funding by H. Leonard Boche. Distribute the accompanying handouts. (Allow 45 minutes for instructions and reading.)
- Deliver a minilecture on the subject, based on resource materials of your own choosing.
- For other kinds of alcoholism programs, you may assign an appropriate resource and adapt the handouts in session 2 to fit (recommended only if the trainer has time to adapt them thoroughly).

- Drop MS8A.
- MS9B, Calculating Cost Per Resident Day, and MS8C, Calculating Cost, are both tailored closely to services and costs of halfway houses. They can be used with minor revisions for institutions providing inpatient care. For groups providing outpatient care only, the materials can be used in two ways.
   - Have participants carry out sections B and C in unchanged form as halfway house administrators. Emphasize the process and note the difference there would be if they were doing it for their own agencies.

OR

   - Skip 8C and do only D. In this case, make necessary changes in handouts (for example, eliminate board and room costs and other costs that are not applicable; include costs that are not mentioned, if any).

5. Minicourse E: Organizing Work and Making Decisions

Minicourse E consists of:

Session 10—Organization Structure and Position Description
Session 13—Information Gathering and Decision-making

This 1-day minicourse helps managers select organizational arrangements and job assignments that take into account the agency's work and staff characteristics. It also gives participants a chance to analyze the kind of information gathering and decisionmaking techniques that make sense for their job. Two adjustments are recommended for this minicourse:

- The first three suggestions under minicourse A apply here.
- The handout, Organization Task Instructions for session 10, will have to be modified in each of the capitalized categories to fit the participants (unless they are all halfway-house administrators).
- The last points of session 10 in the *Trainer Manual* may not be appropriate.
- Conclude session 10 on Organization Structure and Position Descriptions with a Morale Index Report from session 11.

6. Minicourse F: Supervising and Evaluating Staff Performance

Minicourse F is made up of:

Session 10—Organization Structure and Position Descriptions
Session 11—Personnel Evaluation and Supervision
Session 12—Appraisal Interview Techniques and Staff Development

Two minor recommendations are suggested for conducting this 1½-day minicourse:

- Again, the first three recommendations under minicourse A apply.
- Drop MS11E, Participant Presentation: Use of Volunteers.
- Skip MS12A, Participant Presentation Appraisal Interviews. Begin session 12 with B, Staff Development.

If certificates are to be awarded at the end of any of these minicourses, session 16, Closing Activities, can be used.

B. Using Individual Sessions

Some individual sessions can stand alone. In some instances, the expected outcome describes the session content better than the title. The sessions are listed in the table that follows, which gives the number and name of each session, what participants will gain from it, brief adaptation recommendations, and the time needed to conduct each session.

The assessment instruments and tabulation forms in section IV can be used by the trainer to find out which minicourse or session(s) his/her prospective participants would like to cover.

The content and methodology of other sessions can be used alone or in combination by the resourceful facilitator in creative ways that serve his/her own training situation.

Session	Expected Outcome	Recommendations for Adaptation	Time
2A. Discussion of Reading Assignment	Examine the effect of current trends in alcoholism on an agency in its present state of development.	Begin with MS1H. Use appropriate handouts. Select different reading materials from Bacon, if desired. Have participants read the two articles beforehand or allow time to do so.	1½ hours (if articles are read at training)
2B. Group Process	Learn how to facilitate group consensus; value of group work in selected kinds of work.	Use as is.	2½ hours
2D. Group Process	Learn and practice behaviors that foster and impede productive, amicable group work.	Concluding assignment is optional.	3½ hours
3. Management and Change	Isolate most important management functions in light of current demands.	Skip MS3A2 of this session. In H, focus on the righthand column of handout 3. The functions in this column can be used as examples of the other kinds of activities in which these functions are involved.	2¼ hours
4. The Planning Process	Learn how to formulate concrete program outcomes through combined individualized group learning experience.	Drop references to previous session.	3 hours
5. Director and Board Relationships	Role play and critique director and board resolution of a selected problem.	The second recommendation under minicourse C applies here.	3 hours
6A & B Planning for Change	Analyze a case study that requires application of planning process skills to a selected program problem.	Can be run as is for halfway-house administrators. When run with others, the third recommendation under minicourse C applies. This latter course requires detailed work.	3 hours
7. Funding Sources	Identify sources of funding; learn ways of resolving a current problem with available resources	A bit too didactic by itself. Break up into groups for B5 and 6; reconvene for small group reports. The second suggestion (about philosophy of funding) under minicourse D applies.	1½ hours
8. Selected Aspects of Financial Management	Brainstorm on cost-cutting measures when belt-tightening is necessary.	Use as is. Easily combined with session 7 or 9.	1½ hours

Session	Expected Outcome	Recommendations for Adaptation	Time
9. Selected Aspects of Financial Management (cont'd)	Calculate cost per resident day and/or unit cost.	Use as is for halfway-house administrators. Carry out adaptations on calculating costs under minicourse D for other groups. In either case, this session requires very careful preparation.	1¾ hours
10. Organization Structure and Position Descriptions	Know the process for organizing staff and assigning responsibility.	Conclude this session with the Morale Index Report from session 11.	2½ hours
11. Personnel Evaluation and Supervision	Learn the principles of supervision and performance evaluation.	Drop MS11E of this session.	2¾ hours
12. Appraisal Interview and Staff Development	Practice ways to conduct appraisal interviews and to address resulting staff development issues.	Materials mentioned in session MS2C, handout 2, (or a suitable substitute) must be read before session begins. Allow the time. See MS2C, D2, Special Instructions.	3 to 3½ hours
13. Information Gathering and Decisionmaking	Explore different ways of making management decisions.	Drop A1.	3 hours

Session Outlines

Using the Session Outlines

In using the Session Outlines, please note that the first page, or cover sheet, for each session indicates the session goals and objectives, total session time required, equipment, materials, primary training methods, and meeting room arrangements. The subsequent pages should be read across the double page. The lefthand page specifies suggested times for each activity, sequence of activities, and materials needed for that activity. The righthand page outlines the points for discussion corresponding to the activity described opposite.

REMINDER: Section III is intended for the trainer's use in preparing to deliver sessions. Trainers should make their own presentation cue cards as they prepare to deliver. (See example in section IV.).

Program Goals

Participants will improve their managerial capabilities by increasing their understanding of and improving their skills in:

1. Exhibiting helping behavior and dealing with hindering behavior in work with groups of staff members.
2. Relating basic planning concepts to their managerial and administrative responsibilities.
3. Handling relations between an agency and its board.
4. Structuring work and articulating job responsibilities.
5. Supervising and evaluating performance.
6. Conducting appraisal interviews and providing staff development.
7. Decisionmaking.
8. Developing a plan addressed to a specific problem area.

Session 1: Orientation and Overview

GOALS/OBJECTIVES: The goals of this session are to

1. Establish an atmosphere conducive to learning
2. Familiarize participants with goals of the training program
3. Familiarize participants with materials, facilities, and services.

At the end of the program participants will be able to:

1. Match one training program goal with corresponding sessions which apply to it
2. Identify correctly by first name at least half of the others in the group and the training staff members
3. Locate, among written orientation materials, directions for completing the expense forms, the name of a moderately priced restaurant within walking distance, and the time and location of one local A.A. meeting.

TIME REQUIRED: 2½ hours

EQUIPMENT: Flipchart paper, tripod, masking tape or tacks, markers

MATERIALS: (Handouts and references are found in Participant Workbook)

Name tags

Handout 1, Interview Guide

Handout 2, Article by Selden D. Bacon

Handout 3, Study Guides for Assignments

Reference 1, Needs Assessment Form

Reference 2, Program Goals

Reference 3, Program Schedule (to be prepared by leader before session and distributed to participants)

Flipchart 1, Training Program Schedule (optional, to be made before session if used)

Resource Material, Leadership Resources Management Library (for reference, article by Schmidt & Lippitt); Administrator Plus

PRIMARY METHODS: Lecture, discussion, group exercise

MEETING ARRANGEMENTS: Drawing 1, Round table setup; or drawing 6, Discussion setup.

Session 1:

Time	Sequence of Activities	Materials
2-4 hours	A. Hospitality room (optional)	
	1. If possible, it is useful to have a meeting room available as an informal meeting site for early arrivals.	
	2. Staff hosts and hostesses distribute name tags and carry out introductions.	A2. Name tags
	3. Light snacks and beverages may be provided.	
10 min.	B. Formal arrival	
	1. Distribute name tags (when required) if a hospitality room is not available for early arrivals.	B1. Pens and pencils
5 min.	C. Introduction	
	1. Explain the purpose of this session and the topics that are included.	
	2. Describe the sponsoring body and the training facilities.	
45 min.	D. Icebreaker exercise	
	Tell participants that the purpose of the icebreaker exercise is to help them get acquainted with each other in an informal way. Then proceed with the following instructions.	
	1. Choose at random one person and ask that person to shake hands with the person on his left.	
	2. The third person shakes the hand of the person on his left and so on until everyone in the group has a partner. Pairs will consist of either two participants or one participant and a staff member. (If the group is uneven, the last three people form a trio.)	
	3. Instruct participants to locate handout 1 for this session and have them take turns interviewing each other by asking the questions on the guide and any other questions that occur to them.	D3. Handout 1, Interview Guide

Points for Discussion

A. Hospitality room (optional)

There are no discussion points for this section.

B. Formal arrival

There are no discussion points for this section.

C. Introduction

1. The purpose of this session is to acquaint participants with the training team (or leader) and with each other and to familiarize participants with the total training program. Major topics to be included are the following:
   - Introduction to training program
   - Participants' expectations of training program and program goals
   - Schedule and activities
   - Evaluation procedure
   - Administrative details
2. These will depend upon the circumstances of your own situation.

Time	Sequence of Activities	Materials
	Each interviewer will have 3 minutes to ask questions of his partner. (Signal the end of the first 3 minutes.) Suggest that they briefly record the responses on the guide to aid them when they introduce their partner to the group.	
	4. At the end of 6 minutes, call the group to attention and choose a participant at random to introduce his partner, using the information in the interview guide. When the one person has been introduced, he in turn introduces his partner. Each introduction may not exceed 2 minutes.	
	5. Each introduction may be followed by one comment from the person being introduced and/or one question from the group.	
	6. When all have been introduced, ask for one volunteer to name the others, beginning with the person he introduced, and to continue around the table until he misses a name. Ask for another volunteer to start there and to continue as far as he can. Continue in this manner until everyone has been named.	
15 min.	E. Overview of training program	
	1. Review background development of program. (See opposite.)	
	a. Identification of target group.	
	b. Association with AHHAP.	
	c. Pass out the Needs Assessment Form. Ask how many present filled out one of these forms. Lead participants through categories on Needs Assessment Form.	E1c. Reference 1, Needs Assessment Form

Points for Discussion

E. Overview of training program

1a. Alcoholism program managers were selected as the group to receive training in management for several reasons:

- The move toward national accreditation demands systematic financial and general operating accountability.
- Many managers have had little formal training in this area.
- Few training programs designed especially for this group are available elsewhere.

This training program is a product of the research and development that took place to meet these needs.

1b. During the research phase, contacts were made with numerous halfway-house directors and organizations to determine the exact needs in this area, regardless of location. Their contributions were very valuable, and this task could not have been completed without them. Special thanks go to the Association of the Halfway House Alcoholism Programs of North America, (AHHAP) and to the 32 intitial trainees who helped develop this program.

1c. Based on the needs assessment results gathered from halfway-house directors who participated in the initial training program, and from other kinds of alcoholism program managers in expanded field trials, the present goals, objectives, and content were decided upon. Participants were asked to rank the categories in order of importance. The results of the tabulation showed this order of priority:

- Personnel and program matters
- Fiscal management

Time	Sequence of Activities	Materials
	d. Distribute the Program Goals. Lead discussion pointing out the correspondence between the goals of the program and the priority needs listed in the discussion column.	E1d. Reference 2, Program Goals
	2. Describe the collaborative nature of the effort and the value to program success of each participant's experience and knowledge.	

Points for Discussion

- Community relationship
- Planning
- Use of data,

All subtopics in each category are not represented in the program because of time constraints, but the most important needs are represented in this program.

E2. The workshop is based upon the information described above, but it is not perfect. Therefore, we invite your comments and suggestions during the course of the program so that we can respond to your concerns and needs as the training progresses. To facilitate this process, we have provided places for feedback in the program.

Each of you comes to this training program with abundant knowledge and experience gained from the successful operation of an alcoholism agency. The program is designed to capitalize on this asset, in light of the realization that participants learn as much from each other as they do from training programs. It should be stressed that in this situation we are learners, as well as trainers. Our role essentially is to try to provide a learning atmosphere that will facilitate an exchange of ideas and will provide a focus for your contributions.

In addition, we have allowed time for presentations by you that will be accomplished through the use of work-topic groups. These presentations will be interspersed throughout the course and will address subjects that were found to be pertinent to the needs of program managers. (This last paragraph applies only if entire course is being run.)

Time	Sequence of Activities	Materials
30 min.	F. Expectations about program's approach 1. Ask each participant to recall previous workshops or other formal learning experiences and to list on a piece of notebook paper one or more helpful and unhelpful things (helpful = aided learning, unhelpful = hindered learning). 2. When most participants have stopped writing, ask someone to read a positive item he wrote down and to record it on the flipchart. Ask someone to add a different one until all unique items have been listed. 3. Repeat the steps for the negative items. 4. Ask participants to explain any items that are not clear. 5. Summarize what the group expectations seem to be and how they compare with the plan of the course. Clarify what will and will not be covered in the course.	F. Flipchart paper, felt pens
15 min.	G. Schedule of activities 1. Distribute the program schedule you have prepared. Review the topics and activities listed in the schedule, using the flipchart in the front of the room. Participants can follow either on the flipchart or schedule. 2. Invite and answer questions about the schedule and the goals.	G1. Reference 3, Program Schedule Flipchart 1, Training Program Schedule (optional)

Points for Discussion

F. Expectations about program's approach

The purpose of this activity is to give you some ideas about what the participants are looking for in the way of method and/or approach, so that you can make adjustments for individuals within the format of the course. It is unlikely that there will be an exact match between people's expectations and the actual program as planned.

G. Schedule of activities

There are no discussion points for this section.

Time	Sequence of Activities	Materials
	H. Assignments Distribute articles for participants to read. Point out the study guides and reporting sheet which are to be completed for the ensuing discussion. (Article in management library may be duplicated for participants)	H. In Workbook: Bacon, Seldon D., "Meeting the Problems of Alcoholism in the U.S.," and study guide. Leadership Resources Management Library: Schmidt, Warren H., and Gordon Lippitt, "Managing the Changing Organization," and study guide.
15 min.	I. Administrative details 1. Review reimbursements, cash advances, and travel arrangements as necessary. 2. Answer questions.	
15 min.	J. Summary Summarize the main points of session.	

Points for Discussion

H. Assignments

There are no discussion points for this section.

I. Administrative details

There are no discussion points for this section.

. Summary

The overall purpose of this session was to:

1. Provide background and overview of the coming days' activities
2. Help participants know each other as an aid in accomplishing course goals
3. Make clear what the training staff is able to provide in the light of the overall expectations of participants
4. Detail the importance of a collaborative effort between staff and participants and the value of each person's input into the program
5. Review goals, schedule, materials, and administrative details.

Session 2A: Discussion of Reading Assignment

GOALS/OBJECTIVES:	Each participant will attain an increased awareness and understanding of the elements and issues associated with selected aspects of effective alcoholism program administration. Each participant will be able to: 1. Name and explain two basic points Bacon makes in his article 2. Name at least two current issues in the alcohol field and describe how they affect the participant's own program.
TIME REQUIRED:	30 minutes
EQUIPMENT:	Flipchart paper, tacks or masking tape, felt pens
MATERIALS: (Handouts and references are found in Participant Workbook)	Reference 1, Sample Matrix for Tabulation Flipchart 1, Matrix of Participant Ratings (to be prepared in class) Person to tabulate ratings and tally on flipchart 1 Reference 2, Changing Organizational Needs
PRIMARY METHODS:	Large group discussion
MEETING ARRANGEMENTS:	Drawing 1, Round table setup

Session 2A:

Time	Sequence of Activities	Materials
2 min.	A. Introduction Describe purpose of session.	
5 min.	B. Matrix for reporting sheets 1. Collect reporting sheets on which participants recorded their ratings of the checklist of the reading assignment, Managing the Changing Organization. 2. Tabulate the ratings on the sample matrix by placing a hashmark in the appropriate cell for each response made by each participant. Tally and reproduce on a flipchart to be ready for display at the end of the reading assignment discussion. (You will need a helper to do this while you work with the group.)	B2. Reference 1, Sample Matrix for Tabulation
10 min.	C. Discussion of Bacon article 1. Start with the first question on the Study Guide, completed as part of the assignment. 2. As participants answer questions, write their comments on the flipchart. Prompting questions and answers are suggested opposite.	C2. Flipchart paper, felt pens

Points for Discussion

A. Introduction

The purpose of the assignment is to help place the training program in the framework of alcoholism programing as a whole and to highlight the trends and conflicts in the alcoholism field that relate especially to each agency's work.

C. Discussion of Bacon article

2. • Where in history does Bacon start his analysis?

   Roots of the current situation in the U.S. go back to 1825; began with temperance movement that started out with a fairly liberal stance.

   • What were the main features of this period?

   Toward the end of the 19th century, this stance became more conservative and more rigid, in contrast to the general national stance. That was becoming more liberal and more flexible under the influence of industrialization and urbanization.

   • What marked the end of this period?

   Bacon dates the end of the classical temperance movement in 1925. Other significant dates are the beginning of Prohibition in 1919 and its repeal in 1933.

   • How does Bacon describe the next period?

   Bacon calls it "limbo"—from 1925 to approximately 1942.

   • What was the picture during this time?

   Alcohol problems continued, and there was general avoidance of the subject and its problems—not only by society at large but also by the helping professions.

   • What marked the end of this period?

   The end of this period is marked by the beginning of A.A. as the first substantive action program.

   • What words does he use to describe the current period?

   The current period has five aspects: recognition, action, fractionalization, turmoil, and hope.

Time	Sequence of Activities	Materials
	C. (continued)	
	3. After major points have been listed, ask participants if they have any additions they would like to add to illustrate any of the periods Bacon defines. What implications for their agencies do they see in the current trends and issues?	
	4. Put additions on flipchart in appropriate places with a different color pen.	
10 min.	D. Discussion of "Managing the Changing Organization"	
	1. Start discussion with the following question: Given the implications for alcoholism programs, what changes are facing your agency now?	

Points for Discussion

- What examples does he use to support his case for recognition?

  Recognition that alcohol is used widely and in most cases without problem; problems are associated with deviant use; problems differ in nature and type; other problems stem from methods to control direct problems.

- What does Bacon say about action?

  Action does not match the level of recognition.

- What examples does he give of action that has taken place?

  1942—A.A. grows; 1943—summer school programs begin; 1944—State alcohol units are formed; halfway houses and detoxification centers are initiated; research begins; NCA is founded.

- What major development has occurred since this article was published in 1970?

  Hughes Act was passed; NIAAA was formed.

- What factor does Bacon suggest is the reason for fractionalization?

  Fractionalization rather than a total approach was developed to avoid any chance of a return to Prohibition.

- What evidence does Bacon see of fractionalization?

  Action is taking place in bits and pieces; alcoholism is separated from other alcohol problems; action to solve other problems is proceeding in isolation (education, sales controls, traffic); ways of thinking about alcohol problems and research to support these ideas are equally fragmented.

- What do you see as the hopeful signs in this period?

  Fragmentation leads to turmoil, but there are signs of hope as well: A move toward establishing a national policy; recognition of need for coordination of services, both within alcohol components and between alcohol and other health and social services; a move toward standardization and improved quality of care through accreditation and certification.

D. Discussion of "Managing the Changing Organization"

Time	Sequence of Activities	Materials
	2. The article discussed how the development of an organization influences the needs of an organization. (See opposite.)	
	3. Ask participants where they would place the alcoholism services their agency provides on this continuum, and to justify their choices, based on the descriptions of the various phases.	D3. Reference 2, Changing Organizational Needs
	4. Placement of individual programs on the continuum of organizational life is a matter for each director to decide.	
5 min.	E. Tally of reporting sheet responses	
	1. Display flipchart tally where all can see it. Say, "Keeping in mind the needs for change confronting the alcoholism field and your individual program, let's take a look at your assessment of the readiness of you and your staff to plan for and implement those changes."	E1. Flipchart 1, Matrix of Participant Ratings
	2. Ask participants to refer to checklist in the assignment.	E2. Article: Schmidt, Warren, & Lippitt, "Managing the Changing Organization"
	3. Raise questions about the tabulation. a. Is there any item that a majority of participants rate as high (1) or low (4)? b. Do most of the ratings for all items appear in one column? Why?	
	4. Refer to the suggestion to give the checklist to other people in the organization.	
3 min.	F. Summary	

Points for Discussion

2. This development is analogous to the differing needs at different points in the life of a person.

3. There is no right answer to this question. Generally, consensus hovers in the range of 3 to 5. Except at the extremes of youth and maturity, some concerns of every stage are operating all the time.

   Considering the total alcoholism movement, programs are well established. Is there number increasing?

   Efforts now being directed toward solidifying the movement include (1) obtaining representation on policy-making bodies (e.g., health services' agency boards); (2) specifying the unique role of individual agencies in the continuum of care; (3) seeking better compensation for practitioners; (4) improving quality to meet accreditation and certification standards; (5) taking the lead in improving coordination with other agencies and in cooperating in the training of other health professionals in the problems of alcohol; and (6) influencing the health care delivery systems.

   (The number preceding each activity refers to the related organization need as described in "Managing the Changing Organization," by Schmidt et al.

E3. There may or may not be a clear trend.

E4. This checklist is a tool participants can use to diagnose the climate of their organization and to locate areas to work on in anticipation of change.

F. Summary

The current trends in the alcohol field listed by participants and the needs of your program and its readiness for change will provide you with guidelines for selecting the portions of the training program most suited to your needs and a framework for planning how to use your new knowledge and skills.

Session 2B: Group Process

GOALS/OBJECTIVES:	At the end of the session, participants will have a better understanding of the concepts of group process and increased skill in identifying helping and hindering behavior in an operating group. Each participant will be able to identify: 1. Three benefits of effective group work 2. Three elements which can hinder or obstruct group functioning 3. Three elements which can contribute to effective group functioning.
TIME REQUIRED:	2½ hours
EQUIPMENT:	Flipchart paper, tripod, masking tape or tacks, felt pens
MATERIALS: (Handouts and references are found in Participant Workbook, except reference 2 in appendix of Trainer Manual)	Reference 1, Descriptive Terms and Discussion Questions for Who's Here Exercise Flipcharts—to be made ahead of time using Reference 1 Handout 1, NASA Exercise Individual Worksheet Handout 2, NASA Exercise Group Worksheet Handout 3, NASA Exercise Scoring Instructions Handout 4, Elements of Group Work Reference 2, NASA Exercise Answer Sheet
PRIMARY METHODS:	Lecture, large group discussions, small group work, exercises
MEETING ARRANGEMENTS:	For Who's Here and Conversations, four flipcharts, one in each corner of the room; a cluster of chairs near each flipchart; and chairs along the walls Drawing 4, Workshop Setup for NASA exercise (square or round tables)

Session 2B:

Time	Sequence of Activities	Materials
3 min.	A. Introduction Summarize purpose of session.	
	B. Getting better acquainted (Have flipchart in each corner of the room.)	B. Flipcharts based on reference 1
30 min.	1. Give directions for first exercise, Who's Here. a. Using three sets of four terms which describe individuals or their programs, each participant determines the category which appropriately describes himself or his program and moves to the corner where this information is listed. (See opposite for questions to initiate group forming.) b. When there, he writes his name on the flipchart and introduces himself to the other members who selected that category. c. Participants then discuss the reasons for describing themselves or their programs in such a way as to place them in that group. (Discussion guide questions are listed on flipcharts.) d. After time has elapsed, flipcharts are turned to the next page, and the process is repeated two times, using the other sets of descriptive terms and questions. (New groups may be formed.)	B1. Reference 1, Descriptive Terms and Discussion Questions for Who's Here

Points for Discussion

A. Introduction

The purpose of this session will be threefold:

1. It will enable us to set the stage for an intensive amount of group work which follows over the next few days.
2. We are going to explore functions and techniques which contribute to intragroup work (within groups).
3. We are going to explore some of the issues involved in intergroup work (among groups).

Together, we hope to develop a task-oriented work group which will facilitate the maximum amount of learning in the short period of time we have available.

B. Getting better acquainted

1a. First question: In your current position, how would you describe yourself in relation to your client: as a learner, helper, teacher, or friend? Move to the appropriate corner.

b. Second question: How would you describe your style as an administrator: democratic, laissez-faire, collaborative, or commanding? Move to appropriate corner.

c. Third question: Which term describes the major task of your program at present: surviving, stabilizing, educating the public, assessing goals and purposes? Move to the appropriate corner.

ne	Sequence of Activities	Materials

mln. 2. Give directions for second exercise, Conversations.

a. Introduce this exercise as a way to help people get better acquainted. Explain that the idea of this exercise is to share experiences rather than opinions; that it should not be confused with group discussion, which is problem-centered rather than people-centered as this exercise is.

b. Participants are to stand in the middle of the room.

c. After everyone has assembled they are asked to form into groups of three. If anyone is left out, he joins one of the groups of three that has been formed. Once groups have been formed, they sit in chairs around the room. You, as leader, read one incomplete sentence from the list opposite. Then, direct participants to conduct a conversation by each completing the sentence in turn and then elaborating and developing the topic in whatever direction it happens to go.

d. After 5 minutes, participants return to the center of the room and find two other people they haven't met. The procedure is repeated for the remaining incomplete sentences.

nin. Coffee break

in. C. Need for group process session

1. Establish need for skill in working in groups. (See opposite.)

2. Say "We will begin by forming small groups which will accomplish a task. Then we will discuss theory and principles in relation to that experience."

Points for Discussion

2. Adapted and reprinted by permission from "Group Conversation: Discussion Starters," J. William Pfeiffer and John E. Jones (eds.), *A Handbook of Structured Experiences for Human Relations Training,* Volume II (Rev.). La Jolla, Ca.: University Associates, 1974, pp. 3-6.

2c. The questions to be completed are sequenced to move from the past to the future:

- The teacher I liked best was a person who. . .
- As a child, I . . . *or* I miss . . .
- The thing I like most about myself is . . . *or* Nothing is so frustrating as . . .
- Ten years from now, I . . .

(Encourage participants to keep their remarks in the realm of feeling, memories, attitudes, and description of experiences.)

C. Need for group process session

1. Much workshop activity relies on small group organization. A good deal of work is accomplished in small group settings—staff meetings, board meetings, interagency meetings.

   (Emphasize that the focus of these sessions is on work or task groups rather than therapeutic groups.)

Session 2B:

Time	Sequence of Activities	Materials
60 min.	D. Seeking consensus	
	1. Introduce the NASA exercise which illustrates some of the characteristics of groups and compares the results of individual versus group decisionmaking.	
	2. Direct participants to form groups of 6 to 12 and to seat themselves around the tables in the adjoining room.	
	3. Give each participant a copy of the individual worksheet and announce that they have 15 minutes to complete the worksheet.	D3. Handout 1, NASA Exercise Individual Worksheet
	4. At the end of 15 minutes, instruct participants to put the worksheets away for later retrieval.	
	5. Distribute the NASA Exercise Group Worksheet, one to each group. Worksheet	D5. Handout 2, NASA Exercise Group
	6. Read the instructions aloud, and then ask each group to select a member to record the group ranking on this sheet. No answers on individual worksheets are to be changed as a result of the groups' discussions. Allow 30 minutes for completion of worksheet.	D6. Flipcharts

While groups are working, prepare a flipchart in the following format for as many groups as there are:

	I	II	III
Consensus score			
Average score			
Range			

Time	Sequence of Activities	Materials
	7. At the end of 30 minutes, distribute answer sheets which also contain directions for scoring.	D7. Handout 3, NASA Exercise Answer Sheet and Scoring Instructions
	8. When scoring is complete, ask each recorder to dictate his group's scores to you and write them on the flipchart. "Range" refers to the lowest and the highest individual score in that group.	

Points for Discussion

D. Seeking consensus

(If anyone in the group has done an exercise known as the NASA Exercise or Lost on the Moon recently, he/she may assist you by passing out materials and answering questions about scoring.)

Session 2B:

Time	Sequence of Activities	Materials
	9. Stimulate discussion of the points demonstrated in this exercise by raising such questions as those listed opposite.	
15 min.	E. Group process discussion	
	1. Distribute content outline, handout 4.	E1. Handout 4, Elements of Group Work
	2. Direct participants to read through the section headed What is a Group? and select those characteristics they felt were present in their group.	
	3. Next ask participants to select from the next section, What Conditions Warrant Group Work?, the situation most closely describing their group situation in the NASA exercise.	
	4. Ask for examples that illustrate the other items under What Conditions Warrant Group Work?	
	5. When is group work not appropriate?	

Points for Discussion

D9. Questions and answers

a. Given the scores achieved by both individuals and groups, what conclusions can you draw about individual versus group decisionmaking? (Generally, group scores are higher than individual averages.)

b. Does the range of individual scores indicate that one individual has particular knowledge in this area? (Very often an individual score exceeds the group score.)

c. Is a high individual score reflected in the group score? How does that group score compare to other group scores? (Logically, the group with the high individual score should have a higher score than the other groups, depending upon the process at work within the group in achieving consensus. In one instance, a group member did have particular knowledge, but she did not have the confidence to support her points; the other group members did not give her contributions the recognition they deserved.)

d. Do you see any other trends that we can use as a basis for generalization?

e. Did any group establish a procedure for achieving consensus that seemed to make best use of the time? (A group may report a procedure such as ranking first those items on which there was clear agreement and then reconsidering the more difficult ones.)

f. Did information emerge in group discussion that was not apparent to individuals when they made their ranking alone?

g. Ask for additional comments or observations.

E. Group process discussion

Elicit examples from participants as much as possible and be ready to supply examples of your own as a supplement to participants' contributions and to illustrate points in the outline.

Time	Sequence of Activities	Materials
	6. Ask participants to read The Criteria for Effective Group Work. Then comment that these issues will be examined in the afternoon session.	
	7. Ask participants which of the benefits listed in the last section they think apply to the group exercise just completed.	
2 min.	F. Summary	
	1. Ask participants if they have any questions or comments about the session.	
	2. As a summary for this session, following group discussion, go through the outline, handout 4, reviewing the points listed in a systematic fashion.	
	G. Lunch (See opposite.)	

Points for Discussion

G. Lunch

1. Purpose
   a. To maintain the continuity of interpersonal relations that have been built up during the morning.
   b. To provide opportunity for participants to get to know more about each other and their respective programs.
2. Setting
   a. Ideally food should be brought in for privacy.
   b. Furniture should be arranged so that participants can collect informally in groups of two to six people.
   c. The training room or a private room nearby are suggested as possible places.

Session 2C: Introduction and Explanation of Participant Presentations

GOALS/OBJECTIVES:	Each participant will attain an increased awareness and understanding of the elements and issues associated with selected aspects of effective alcoholism program administration by helping to select and prepare a topic for presentation.
TIME REQUIRED:	15 minutes
EQUIPMENT:	
MATERIALS: (Handouts and references are found in Participant Workbook)	Reference 1, Detailed Rationale for Participant Presentations Reference 2, Participant Presentations Signup Sheet Handout 1, Participant Presentations—Topics and Objectives* Handout 2a-2F, Resource Materials *Be sure presentation dates are added to handout 1.
PRIMARY METHODS:	
MEETING ARRANGEMENTS:	No specific arrangement required

Session 2C:

Time	Sequence of Activities	Materials
15 min.	A. Introduction Describe purpose of presentation activity. For details, see opposite and reference 1.	A. Reference 1, Detailed Rationale for Participant Presentations
	B. Discussion of participant presentations—topics and objectives	
	1. Distribute handout 1.	B1. Handout 1, Participant Presentations—Topics and Objectives
	2. Explain the nature of each topic and how it fits into the total program.	

Introduction and Explanation of Participant Presentations

Points for Discussion

A. Introduction

Among the training program participants, there is a wealth of knowledge and experience about all the various aspects of alcoholism program administration.

The participant presentations are a way for each person to share information and ideas of special interest to him with the other participants.

The presentations also provide an opportunity to practice group-process and planning-process skills that are presented in the training sessions. In addition, the presentations are an integral part of the program and are essential to the achievement of the goals of the course.

B. Discussion of participant presentations

1. There are no discussion points for this section.

2a. Use of volunteers is self-explanatory. This presentation coincides with the sessions on personnel issues. Properly selected, trained, and assigned volunteers can contribute immeasurably to the quality and variety of services. Some of the critical issues to be examined are the advantages and disadvantages of volunteers, the reasons why people do volunteer work, what qualifications should be specified, where to get volunteers, and what are appropriate volunteer activities.

b. Appraisal interviews are also related to personnel issues. Unlike the other topics, this one has a specified presentation method. The three types of interviews are to be demonstrated by role playing. The group that presents this topic should receive specific instruction on method when they come to you for the resource package. (See the note at the end of this session outline.)

c. Ideas for followup programs are included because this component of care is required of all alcohol service units by the accreditation standards. Reasons for followup (or aftercare as it is officially known), and techniques, as well as the resources required to support the effort, are appropriate issues to cover.

d. Membership in associations, both national and State, is one way to reduce the isolation felt by many halfway-house directors. Associations offer other benefits, and these should be discussed, along with ways to start an association. For this topic, it may be helpful for people who want to start an association to team up with those that have had some experience doing it (for groups of halfway-house administrators).

e. The subject of the first presentation, Philosophy of Funding, is self evident. It is based on an article by H. Leonard Boche, a pioneer and leader in the halfway-house movement. This presentation introduced the session on funding and is included to stimulate some examination of the assumptions underlying funding patterns (for groups of halfway-house administrators).

f. Other topics of interest may be added. Handouts and references should be modified when additional subjects are included to accommodate the concerns of managers other than halfway-house administrators.

Session 2C:

Time	Sequence of Activities	Materials
	C. Explanation of the objectives and presentation (See handout 1 for listing of objectives for each topic.) Tell group members to notify the program leader at least the day before if their presentations will exceed the allotted time, so that schedule adjustments can be made. One criterion for appraisal is completion of the presentation within the allotted time.	
	D. Information about resource materials	
	1. Contents include guidelines for presentations, appraisal forms, and resource material for each topic.	
	2. After topic groups are formed, a set of resource materials may be obtained from the program leader for use by the group. Include additional topics only if necessary and when pertinent resource materials are readily available.	D2. Handout 2, Resource material
	3. Announce location of other resources if they are available; for example: a. Clerical support b. Library c. Resource people d. A/V equipment e. Graphics assistance	
	E. Summary and conclusion	
	1. Have participants write names for topic they selected on signup sheet.	
	2. See that one member of each topic group receives the proper set of resource materials.	E2. Reference 2, Participant Presentation Signup Sheet
	3. Suggest that each group get together and decide when they will meet to plan their presentation.	

Points for Discussion

C. Explanation of the objectives and presentation

The objectives will guide the design of your presentation. These are the minimum behaviors that participants should be able to perform at the end of your presentation. One measure of the effectiveness of your presentation will be the degree to which participants are able to perform successfully.

If you think an objective is inappropriate for any reasoh and can defend a revised objective to the satisfaction of the program leader, the objective can be changed.

Choose any method that is appropriate to the topic and the objectives and compatible to the style of the presenter, including panel discussion; role playing; participant survey to elicit opinions, ideas, or other data (volunteer and followup programs are two topics that lend themselves to this approach); and group discussion.

The time of day suggested for each presentation appears in the program schedule. The length of each presentation will vary with the method.

D. Information about resource materials

2. Special instructions for the appraisal interviews topic are as follows:

Strongly suggest that this group plan their presentation in such a way that the participants know the names and characteristics of each type before the demonstration. They would then be asked to watch a demonstration of the three types given in scrambled order and to identify each according to the information they had. After all three demonstrations, participants would be asked to announce their answers and discuss the reasons for their choices.

E. Summary and conclusion

There are no discussion points for this section.

Session 2D: Group Process

GOALS/OBJECTIVES:	See morning session (2B).
TIME REQUIRED:	3½ hours
EQUIPMENT:	
MATERIALS: (Handouts and references are found in Participant Workbook, except references 1 and 2 in appendix of Trainer Manual)	LRI Booklet – Group Effectiveness (resource material) Handout 1, Obstructive Behaviors Handout 2, Group Process Observation Guide Handout 3, Prisoners' Dilemma Tally Sheet Reference 1, Prisoners' Dilemma Reference 2, On-the-Job Implications of Prisoners' Dilemma
PRIMARY METHODS:	Large group discussion, small group exercise
MEETING ARRANGEMENTS:	Drawing 4, Workshop setup for two groups of eight people each; tables should be in adjoining rooms or in a large enough room so that participants cannot hear each other.

Session 2D:

Time	Sequence of Activities	Materials
5 min.	A. Introduction—effective group work Describe purpose of session.	
45 min.	B. Task and maintenance functions 1a. Lead discussion on group effectiveness, using points opposite.	B1a. LRI Booklet—Group Effectiveness
	b. Discuss task and maintenance functions.	
	c. In addition to the six task functions listed on p. 9 of the LRI booklet, there is one other that may be added, that of recorder.	
	d. Distribute and discuss Obstructive Behaviors, handout 1.	B1d. Handout 1, Obstructive Behaviors

Points for Discussion

A. Introduction—effective group work

The morning session focused on such topics as the characteristics of groups, when group work is indicated, and the benefits of work groups.

This session will be devoted to a discussion of functions that help and actions that hinder group work and to a demonstration of what can happen within a group and between groups when the necessary functions are not performed.

B. Task and maintenance functions

1a. The need for a balance among the levels described in the booklet should be maintained for a group to be effective. In other words, satisfaction of individual needs should be recognized and attended to, but not to the exclusion of performance of the group task. If the maintenance level is not attended to, both individual needs and task performance will suffer. The task and maintenance functions that help group members work together and complete their task are described on p. 9 and are discussed below.

The group task is usually related to the fulfillment of organizational goals and objectives. There must be common understanding of these goals and objectives if conflict is to be reduced and if the task outcome is to be consistent with the organizational goals.

b. Task and maintenance functions are the responsibility of all members of a group. Similarly, all members must feel responsible for the way the group acts if it is to be effective. Functions may rotate among members, or some members may feel most comfortable performing selected functions. If there is a nominal leader, that person should encourage all members to improve their skills in performing these functions.

Frequently, a task and a maintenance function are fulfilled by one act, as when a clarifying statement or question helps members to explore differences, or when a member is encouraged to contribute by others seeking his opinion.

c. This role is especially useful when a group is exploring issues or brainstorming ideas. An effective recorder makes as complete a record as possible, noting every contribution. This record shows the development of ideas and insures that a critical idea does not get lost. The recorder may write on a flipchart where all can see or may make notes which can be read aloud to the group at appropriate intervals. This function should be rotated, as the recorder generally cannot record and participate simultaneously.

d. Appearance of any one of the behaviors described on this list indicates that an individual need has priority over performance of the group task and maintenance of group relationships. Some of the reasons for this behavior are suggested in the handout. The reason may or may not be apparent to the individual or the other members of the group. This aspect of group interaction and how to deal with it will be discussed more thoroughly in the session on Director and Board Relationships.

Session 2D:

Time	Sequence of Activities	Materials
	C. Group process observation	
	1. Distribute copy of handout 2, Group Process Observation Guide, to each participant and explain uses. (See opposite.)	C1. Handout 2, Group Process Observation Guide
	2. Describe the parts of the guide.	
	3. The guide will be used throughout the program whenever groups are working.	
	4. The observer role will rotate among group members so that everyone has a chance to practice.	
	5. Small group membership will be assigned, and the same people will work together whenever group work is called for.	
60 min.	D. Group exercise: Prisoners' Dilemma	
	1. Introduce this activity as an exercise to demonstrate the importance of group functions as well as some of the elements necessary for group effectiveness. It is based on an old ruse. Two prisoners suspected of working together are separated. The questioner tells each that the other has confessed and that if they both confess they will get off more easily. The dilemma: What should they do?	
	2. Divide group into two teams with no more than eight members per team. Designate one team Red, the other Blue.	

Points for Discussion

C. Group process observation

1. The guide is designed to help a group observer record the helping and hindering behaviors described in previous handouts.

   Use of the Observation Guide gives the observer practice in identifying behaviors.

   The observer's report to the group tells them where they are performing well and where they need to improve.

2. The guide has three parts. Parts 1 and 2 are used while the group is working to record what behaviors occur and how often. At the end of the observation, the observer checks the characteristics of an effective group, part 3, and reports his findings to the other members. Space is left at the bottom of the page to record comments which illustrate the reasons for the observer's rating.

   It is expected that the higher the frequency of part 1 behaviors over part 2 behaviors, the more effective the group will be.

5. Groups should date and time each Observation Guide and review them toward the end of the program to see what progress has been made toward developing an effective group.

D. Group exercise: Prisoners' Dilemma

The purpose of this exercise is for participants to experience a situation in which cooperation (not competition) pays off. Do not explain this outcome unless it is necessary to do so when the exercise is over and participants do not draw proper conclusions. (Be sure you understand the exercise well—especially references 1 and 2—before running this session.)

Session 2D:

Time	Sequence of Activities	Materials
	3. Groups should be out of hearing if not out of sight of each other, with a place between them for team representatives to meet. Teams do not communicate with each other except through representatives as instructed by the trainer. (See reference 1 and study very thoroughly.)	D3. Reference 1, Prisoners' Dilemma
	4. Distribute Prisoners' Dilemma Tally Sheets, handout 3, and explain the rules, opposite.	D4. Handout 3, Prisoners' Dilemma Tally Sheet
	5. Instruct each team to choose one person to complete the Group Process Observation Guide during the exercise. This person will observe and record only. He will not participate.	
	6. Begin round 1 and continue according to schedule. (See reference 1.)	
	7. At the end of round 10, announce the point total for each team and then calculate the sum of the two scores.	
	8. If participants did not recognize before the end of the game that cooperation is necessary for winning, make sure that it is clearly understood by all.	
	9. Ask observers to share their findings with their team members.	
15 min.	Coffee break	

Points for Discussion

D4. Announce to participants: "There will be rounds of choice. In each round, Red chooses A or B, and Blue chooses X or Y."

- If Red chooses A and Blue chooses X, each team wins 3 points.
- If the choice is AY, Red loses 6, Blue wins 6.
- If the choice is BX, Red wins 6, Blue loses 6.
- If the choice is BY, both teams lose 3 points.
- The schedule shows how much time is allotted for each choice, and when representatives from the teams may meet to confer before choices are made.
- Do not write down choices until instructed to do so.
- Trainer will announce team choices to both sides and confirm scores.
- In round 4, scores are doubled to +6 and +12.
- In rounds 9 and 10, scores are squared to +9 and +36.

6. The object of the exercise is for participants to recognize that the only way either team can consistently score points is for both teams to cooperate and choose the AX combination.
7. The maximum positive score is 126, which can be achieved only if AX is chosen each time.

8. In other words, in this game, both teams win or nobody wins.

Session 2D:

Time	Sequence of Activities	Materials
60 min.	E. Discussion of exercise	
	1. Start the discussion with the question: At the beginning, based on the rules and the scoring, what did you think was the object of the game?	
	2. How did this idea affect your expectation of how the other team would make its choices?	
	3. How did this competitive feeling affect the advice your team gave its representative for handling the negotiations in rounds 4, 9, and 10?	
	4. Where would you rank the level of trust between the teams, say on a scale of 0 to 10?	
	5. Recalling the report of the group observer, what effect do you think this atmosphere of competition and mistrust had on the group process?	
	6. When did the first awareness of the possible real objective of the exercise emerge? How was it received within teams? Was it discussed in negotiation sessions by team representatives?	
	7. What implications or lessons are taught by this exercise?	E7. Reference 2, On-the-Job Implications of Prisoners' Dilemma
	8. Invite participants to make other comments about the exercise.	
15 min.	F. Summary	
	1. Review and summarize major points of the day's sessions by eliciting the information specified opposite.	

Points for Discussion

. Discussion of exercise

Possible answers to discussion questions:

1. The usual assumption is that the point of the game is to score as many points as possible—a competitive situation.

2. The other team would probably try to choose in a way to win the most points for themselves and the least for the other team.

3. Teams will probably describe their various strategies for outwitting the other side.

4. Rankings will probably be on the low side.

5. Pressure for quick payoff decisions is probably conducive to domination leadership, little attention to orderly procedures and maintenance functions, and little attempt to discover and clarify confusion and to examine alternatives.

6. In the AX choice, both sides would gain. The payoff for other choices is larger, or the damage to the other side is greater.

7. See reference 2 for possible examples of competition versus collaboration, trust, selecting objectives, and strategies.

Summary

1. What are three conditions which warrant group work?
   - Information needs to be conveyed to a number of people.
   - Issues are too sensitive or complicated to be adequately conveyed in written form.
   - An opportunity is needed for members to seek clarification.

(See handout 4, session 2B, for additional points.)

What are three benefits of effective group work?

- Improvement of morale of individuals and productivity of an organization.
- Better solutions to problems and better plans for future action.
- Increased involvement and commitment to task by group members.

(See handout 4, session 2B, for additional points.)

Time	Sequence of Activities	Materials

F. (continued)

2. If time remains, continue discussion based on participant interest.

Assignment

Read "Understanding the Management Function" in Leadership Resources Management Library and Group Effectiveness booklet (optional).

Points for Discussion

F. (continued)

What are some of the task functions performed by a functioning group? (Ask for at least three.)

- Initiating. Proposing tasks or goals, defining a group problem, suggesting a procedure or ideas for solving a problem.
- Information or opinion seeking. Requesting facts, seeking relevant information about a group concern, asking for suggestions or ideas.
- Summarizing. Pulling together related ideas, restating suggestions after group has discussed them, offering a decision or conclusion for the group to accept or reject.

(See Group Effectiveness booklet, p. 9, for additional points.)

What are some of the maintenance functions? (Ask for at least three.)

- Encouraging: Being friendly, warm and responsive to others and to their contributions, showing regard for others by giving them an opportunity for contribution.
- Harmonizing: Attempting to reconcile disagreements, reducing tension by "pouring oil on troubled waters," getting people to explore their differences.
- Setting standards: Expressing standards for the group to achieve, applying standards in evaluating group functioning and production.

(See handout 1, Group Effectiveness booklet, p. 9, for additional points.)

What are three obstructive activities which may hinder good group functioning?

- Blocking. Shutting off ideas or the expression of feelings because of personal grudges or lack of respect for the competence of others.
- Recognition-seeking. Concern with status in the group, desire to make a good impression.
- Dominating. Controlling the group, talking incessantly, inhibiting the group by stifling a free exchange of ideas.

(See handout 1 of this session for additional points.)

Session 3: Management and Change

GOALS/OBJECTIVES:	Each participant will attain increased understanding of the relationships among program administration, the concept of management, and planning. Given a list of the 12 management functions and a list representing the activities of a program manager, each participant will be able to match functions with activities. Given a list of the 12 management functions, each participant will be able to check off three out of four functions that correspond directly to steps in the planning process.
TIME REQUIRED:	2¼ hours
EQUIPMENT:	Flipchart paper, tacks or masking tape, felt pens (one set for each small group)
MATERIALS: (Handouts and references are found in Participant Workbook)	Handout 1, Group Process Observation Guide (from session 2D). Duplicate two copies for each small group. Handout 2, Twelve Functions of Managing Handout 3, Planning Process, Management Functions, Session Topics
PRIMARY METHODS:	Small group work, large group discussion
MEETING ARRANGEMENTS:	Drawing 1, Round table setup in one room, drawing 4, Workshop setup in a larger, adjacent room. Tables and chairs are arranged in three groups, with four to six chairs in each group, depending upon the number of participants. A flipchart and felt pens are placed near each small group.

Session 3:

Time	Sequence of Activities	Materials
30 min.	A. Introduction	
	1. Review purpose of session as stated in objectives, set in context of previous session.	
	2. Ask for any questions or comments about the reading assignment.	A2. Leadership Resources Management Library: "Understanding the Management Function," by David S. Brown
	3. Give directions for first small group task.	
	a. Participants will work in assigned groups.	
	b. One person in each group will be selected to be process observer for his group.	
	c. Each group will list on its flipchart as many things as possible that an alcoholism program manager does or might do—mundane or otherwise—in the course of a day on the job.	A3c. Flipcharts, felt pens
	d. Time allotted for this task: 10 minutes.	
	4. As participants are getting settled around small tables, distribute one copy of Group Process Observation Guide to each group.	A4. Handout 1, Group Process Observation Guide (from session 2D)
	5. Clarify directions as needed. Start timing when groups begin listing activities on flipcharts. (As a group uses more than one page of flipchart paper, tape used sheets on the wall with masking tape so that all items are visible to group members.)	
10 min.	B. Groups work on task	
35 min.	C. First task debriefing	
	1. Ask one group member to read the list of activities his group has made.	
	2. Other participants listen and check off similar items on their group's list.	

Points for Discussion

A. Introduction

1. This session will focus on management functions in general and as they are reflected in the activities of an alcoholism program manager. There is no one way to describe the management role. The idea is to find one way an' 'gree to use it. The management functions listed in th^ rea 'ng assignment will serve as a common basis for the purposes of this program.

   The sma' oup activities of this session will provide an opportunity to practice the skills of group part'cipa.ion and observation that were introduced in previous sessions.

B. Groups work on task

There are no discussion points for this section.

C. First task debriefing

There are no discussion points for this section.

Time	Sequence of Activities	Materials
	C. (continued)	
	3. A second group member will read any items on his group's list that were not mentioned by the first group. These items are checked or added by the other two groups.	
	4. The third group reads any remaining unique items.	
	5. Each process observer reports to his group. (Time is approximate; run longer as necessary.)	
15 min.	Coffee break	
	D. Directions for second small group task	
	1. Ask each group to choose a new process observer. Distribute a new observation sheet to each group.	D1. Handout 1, Group Process Observation Guide
	2. Distribute copies of "Twelve Functions of Managing" to each participant.	D2. Handout 2, Twelve Functions of Managing
	3. Using the functions listed on the handout, each group will classify the activities on its activities list by placing the number of the function next to all appropriate activities. Space is allotted on the sheet so that individuals may record the activities as they are classified. To facilitate this task, you might suggest that participants take one function at a time, locate all activities on their list that fit the function, and then go on to the second function.	

Points for Discussion

C. (continued)

D. Directions for second small group task

2. For a complete description of each function, refer participants to pp. 18-22 of the article "Understanding the Management Function."

   Expressed in slightly different words from the description on p. 18 of the article, function 2 means assessing a task or problem in terms of who has the authority and the responsibility to handle it. For example, a conflict between two residents generally can be handled by the counselor. Difficulty between a resident and a counselor should probably be referred to the director. In some cases, it may be that a particular issue is not even a legitimate concern of the halfway house. Careful consideration of the frame of reference can insure that the director and staff are spending their time and effort on appropriate tasks.

   To be sure this function is clearly understood, ask one of the participants to explain it in his own words and to give an example. If the explanation is satisfactory, go on to the next step. If not, explain the function and then ask a participant to give an example from his experience.

Time	Sequence of Activities	Materials

30 min. E. Groups work on task

F. Second task debriefing

1. Ask a different group to read the activities they classified under the first management function. Have the other two groups check their classifications for similarities or differences.

2. Help groups to reconcile differences, using the definitions in the article as guides.

3. Continue the process until all functions have been applied.

4. Process observers report to groups.

G. Classification analysis and discussion

1. Begin the anlaysis by asking the following questions one at a time, and by giving groups time to examine their flipcharts and tabulate answers.

   a. What management function is used most often?

   b. Are there any management functions that do not appear on the flipcharts?

   c. Are there activities that do not correspond to a management function? How would these activities be classified? Do they have anything in common?

   d. How much time is devoted to these activities (classified and unclassified)?

2. Ask participants to speculate on the implications of the answers to these questions. If points are not forthcoming, ask questions to focus thinking. (See facing page for points that should be brought out.)

3. Close discussion by asking participants to comment on the exclusion of decisionmaking from the list of management functions.

Points for Discussion

E. Groups work on task – There are no discussion points for this section.

F. Second task debriefing

There are no discussion points for this section.

G. Classification analysis and discussion

1a. The management function that generally appears most often is "coördinating and informing." "Arranging for financing," "organizing," and "obtaining and developing personnel" also appear with some frequency.

b. Developing purposes and objectives, planning, evaluating, and so on usually are used once or not at all.

c. Many of the activities listed are operational or programmatic (e.g., counseling, arranging transportation, going to the bank) or intended to respond to a crisis.

d. The amount of time a manager spends in these activities will vary depending upon the size of the organization and the number of other staff members.

2. The question is not, What *should* a manager do? but rather, How does he *want* to spend time? If the management role is a legitimate one and if the director is not doing the functions, who is?

Participants may want to perform this analysis of their activities periodically to see if they are controlling their jobs or being controlled by their jobs. Results may show a need to examine use of staff and procedures.

Time	Sequence of Activities	Materials
5 min.	H. Summary	
	1. Distribute handout 3. Review the 12 functions and repeat the major points brought out in the discussion.	H1. Handout 3, Planning Process, Management Functions, Session Topics
	2. Point out those management functions that are also steps in the planning process that will be the topic for the afternoon session.	
	3. Point out where other management functions will be addressed in subsequent program sessions.	

Points for Discussion

H. Summary

2. Some of the management functions, although not used exclusively in planning, correspond directly to steps in the planning process that are used in this course:
   (1) Developing purposes and objectives
   (3) Forecasting and planning
   (10) Testing and evaluating
   (12) Ensuring proper external relationships (involving others, agreeing on responsibility for action, approval)

   The second function, "setting frames of reference," is part of the first planning step, "agreeing on goals."

3. Other management functions are of particular importance in areas covered by specific program sessions:
   (4) Arranging for financing—funding issues
   (5) Organizing—budget preparation
   (6) Obtaining and developing personnel—personnel issues
   (7) Coordinating and informing—information and decisionmaking
   (8) Guiding and leading—personnel issues
   (9) Surveying performance; auditing—cost accounting and recordkeeping
   (11) Adjusting and integrating—information and decisionmaking

   Each of these functions is also required in one or more phases of the planning process: preparation, implementation, and evaluation.

   Regarding the session topics not included above:

   Group process deals with theory and skills necessary to work with other people for effective program planning, management, and operation.

   Director and Board Relationship covers the unique aspects of board membership, organization, and working relationships that can enhance the director's performance and that require all his planning and management skills to be achieved.

   The Planning Project provides an opportunity for each participant to apply the content of the various sessions to an area of immediate concern in the program he directs.

Session 4: The Planning Process

GOALS/OBJECTIVES:	Each participant will sufficiently refine and improve existing planning and analysis skills to identify a specific problem or a need for change; to develop a plan; and to achieve some degree of improvement in the area selected. They will be able to: 1. Write a program objective that is specific, measurable, and time-phased. 2. Write a program objective that is not measurable in quantative terms. 3. List the three phases in the planning process.
TIME REQUIRED:	3 hours
EQUIPMENT:	Flipchart paper, tripod or masking tape, felt pens, overhead projector, screen.
MATERIALS: (Handouts and references are found in Participant Workbook)	Flipchart 1, Questions for A3 (to be prepared ahead of time) Reference 1, The planning Process Handout 1, The Planning Process Handout 2, Writing Specific Program Objectives Handout 3, Planning Worksheets: a. Labels, * b. Blank, c. Answer Key Handout 4, LRI Booklet – Planning for Change (resource material)
PRIMARY METHODS:	Lecture, discussion, programed instruction, self-testing exercise
MEETING ARRANGEMENTS:	Drawing 2, Classroom setup

*Handout 3a should be reproduced on sheets of gummed labels manufactured by Xerox Corporation. If this is not possible, allow extra time and have participants write answers in correct order on handout 3b.

Session 4:

Time	Sequence of Activities	Materials
15 min.	A. Introduction	
	1. Refer to the previous session topic, Management and Change. Ask for any questions or comments. Ask participants to recall the management functions that are also steps in the planning process.	
	2. This session focuses on the planning process as a personal and administrative tool, with particular emphasis on writing specific objectives.	
	3. Ask each participant to jot down brief answers to the following questions. (Write questions on flipchart paper ahead of time.)	A3. Flipchart 1, Questions
	a. How do you go about planning now? (What steps do you use?)	
	b. How do your plans work out? (Are you satisfied with your process?)	
	c. What part of planning do you find most difficult?	
	4. After 2 or 3 minutes, instruct participants to put these notes away for quick reference later in the session.	
	5. Briefly introduce the three phases of the planning process, using reference 1 on a flipchart.	A5. Reference 1, The Planning Process
	The introductory remarks are brief, as most of the points are made in the reading assignment that is announced at the end of the session. Only a few points are made so that session time can be spent on exercises and discussion.	

Points for Discussion

A. Introduction

1. The management functions are the following: developing purposes and objectives; forecasting and planning; testing and evaluating; ensuring proper external relationships.

5. • There is no way to describe planning and no one set number of steps in the process. The process introduced here was selected because it contains all the essential ingredients. This model is offered as a standard for comparing your own planning process, and it will be be used during the program to facilitate communication.

   • The planning process has three phases: preparation, implementation, and evaluation. If the preparation phase is done carefully, implementation and evaluation are more effective, and the plan is more likely to achieve its objectives.

   • The preparation phase is what people think of when they hear the word planning—gathering information, setting objectives, laying out tasks, and making schedules.

   • However, no plan is complete until it has been implemented and evaluated.

   • Planning is done for different purposes, over short or long time spans, involving few or many people.

   • Regardless of the complexity, however, the same process is involved.

   • Emphasis in this session will be on the preparation phase because it is basic to good planning. Within the limits of this program, you will be able to complete only that phase. Implementation and evaluation must take place when you return to your jobs.

Session 4:

Time	Sequence of Activities	Materials
30 min.	B. The preparation phase	
	1. Distribute handout 1, The Planning Process.	B1. Handout 1, The Planning Process
	2. Review each step briefly. Invite comments and questions from participants as you go along. The phases are not self-contained, as the diagram suggests. Each one modifies and is modified by the others. Information collected during and after implementation will improve a second implementation of this plan or preparation of a new plan.	

Points for Discussion

B. The preparation phase

1. The questions under each step are designed to guide execution of that step. Planning activity should focus on answering these questions.
2. A full description of each step appears in "Planning for Achieving Goals" in *Leadership Resources Management Library,* which will be assigned reading. For this session, participants will see the steps and questions as you discuss the importance of each step.

Agreeing on goals: The goals of the alcoholism program are expressed in the charter, grant application, State plan, or other basic planning documents. Is the program as it currently operates consistent with those goals? Depending on the age of the program and board and director turnover, periodic review might be indicated. Assuming that the goals are clearly understood and accepted, new plans should be consistent with the organization goals. The management function, "setting frames of reference," comes into play here. The manager should ask, "Is there a matter of legitimate concern to our program?" If so, "At what level is it best handled (board, director, staff, clients)?"

Forecasting: This step has two parts. The first is gathering information about the current situation, finding answers to the first four questions. The second part is trying to look ahead and see what to prepare for. The better the information-gathering and forecasting, the better the plan.

Involving others: If this step is delayed until the implementation phase, it may be difficult to get commitment, which is especially important for difficult tasks.

Diagnosing needs and setting objectives: In business management literature, the specific outcomes of a particular plan are sometimes called goals. To distinguish these from the broad, less precise organization goals, we will call them objectives. The more precise the objectives, the easier it is to measure the extent to which outcomes are achieved—in other words, to evaluate. Avoid the trap of talking about solutions until you have clearly identified the problem (diagnosed needs)—and have determined what outcome you want to achieve.

Choosing alternatives: If sufficient time and effort have been spent on the preceding steps, chances are better that a wider range of ideas will be available for consideration at this point. More information will be available; more people will have been consulted; and results will be more clearly described. List as many possibilities as you can before considering any in terms of the constraints that exist (limited time, lack of money). If an idea is really good, you will look for a way to make it work.

Agreeing upon responsibility for action: This step is especially important when outside agencies are involved. Agreements should be written down and approved by both agencies to avoid misunderstanding and to provide continuity in the event of personnel changes.

Preparing the plan: Preparing the plan refers not to writing down the plan (which may be done formally or informally, depending on the purpose), but rather to establishing the guidelines for implementation. The guidelines should include what tasks should be completed by what times; who is responsible for each task; what resources are needed and when (clerical help, transportation, special equipment); criteria for judging acceptability of outcomes and the budget. Also included are directions for when and how to collect evaluation

Time	Sequence of Activities	Materials
	B. (continued)	
45 min.	C. Specifying objectives 1. Because objective writing is critical to good planning and because it is a skill that is unfamiliar to many people, this exercise is included to give intensive instruction and practice. 2. Distribute the programed units and ask if anyone is familiar with programed instruction. If one of the participants can explain how it is used, permit him to do so. Otherwise, give a brief explanation.	C2. Handout 2, Writing Specific Program Objectives
15 min.	Coffee break	
30 min.	D. Writing "nonquantitative" objectives 1. Discuss the limitations of specific objectives, and raise some of the questions that should be asked about objectives.	

Points for Discussion

B2. (continued)

information. During implementation, these guidelines become a standard for measuring progress. The manager uses these guidelines to audit performance (Are things going according to plan?) and to make adjustments as indicated.

Plan approval: Plans that involve large expenditures of money and/or outside agencies usually will require board approval. Plans that involve operating procedures generally need only the sanction of the director.

One final point: It is apparent that each step affects and is affected by every other step. Plans go through numerous changes and revisions even into the implementation phase.

C. Specifying objectives

2. Instructions for group: All information and directions are included in the program. Turn to p. 57. This page lists the objectives for the program. They specify what one will be able to to when he has completed the exercise.

   Turn to the pretest in the handout. If you think you can write a specific, time-phased, measurable objective now, take the pretest and then have the leader check your answers. If you perfer to omit the pretest, turn to p. 59, and read and follow the directions. Take all the time you need, but work steadily. When you have completed the last page, check your answers with the leader.

   An objective is acceptable if you can find answers to *all* of these questions:

   - What will the result be?
   - How will it be measured? When?

   See the second paragraph of Writing Specific Program Objectives for an example.

   As participants finish and their objectives are satisfactory, send them for coffee.

D. Writing "nonquantitative" objectives

1. Writing specific, measurable, time-phased objectives is important because it forces us to think clearly about what is is we want to do and because it makes evaluation easier. An objective must pass other tests for acceptability.

   - Is it consistent with organization goals?
   - Is it worthwhile? (Sometimes the discipline of writing specific, measurable objectives produces trivial objectives. The outcome should be worth the time and effort required to achieve it.)
   - Can it be done?
   - Do we have the resources to do it?
   - What are the implications of achieving the objective?

Time	Sequence of Activities	Materials
	D. (continued)	
	2. Introduce the idea of writing objectives that are not measurable in quantitative terms.	
	3. On the flipchart, write a sample objective you might have in purchasing gasoline. Indicate the outcome, the measure, and the timeframe by the method used in the programed exercise.	D3. Flipchart paper and felt pen
	4. As participants name characteristics of good gas station service, list them on the flipchart. They should be as objective and observable as possible.	
	5. Ask participants to turn to p. 69 of the programed exercise and look at item 10. List on the flipchart the indicators they could suggest to describe the qualities of acceptable employment. Each suggestion should pass the test of observability. If a participant suggests that a person is "satisfied with his job," ask: • How do you know someone is satisfied? • How does he act? What does he say?	
30 min.	E. Comparison of individual planning processes with model planning process	
	1. Ask participants to name the three phases on the model planning process. Write on flipchart. (Leave space after the preparation phase to list steps.)	E1. Flipchart paper and felt pen
	2. Ask them to name in sequence the steps of the preparation phase.	
	3. Ask participants to take out their answers to the questions you asked at the beginning of the session; then discuss them.	

Points for Discussion

D. (continued)

2. We started writing objectives that can be measured in quantitative terms because they are easier. Many times, however, important dimensions are ignored because they cannot be corrected. For example, you have just moved to a new town and you are looking for a place to buy gasoline on the route between your house and your job. You don't care what kind is sold as long as it costs no more than 60 cents per gallon.

3. So your objective is to find a station where you can purchase gasoline regularly on the route to and from work, at no more than 60 cents per gallon. You find several stations that meet your requirements, so you must now determine some basis for selecting among these.

4. Attendant comes within 2 minutes after you drive to pump. He addresses you courteously: "Good morning, may I help you?" Smiles. He inserts and removes the nozzle without spilling gas on your car. He gives you the amount you ask for, cleans the windshield, front and back, and so on.

   These items or "indicators," still objective measures, deal with quality rather than quantity. They could be quantified if you specified that at least four of these features should be present on each visit or that four particular features should be demonstrated 9 out of 10 times.

5. The list should include items similar to these:
   - Pays a wage consistent with similar jobs in the community
   - Maximum 1-hour bus ride to and from home
   - Resident arrives on time and is not absent except for illness
   - Resident says he would recommend that others seek employment there.

E. Comparison of individual planning processes with model planning process

3. How does their planning process differ from the suggested model? Are steps missing? How might these missing steps affect the success of their plans? What parts of planning do they find most difficult? Does this session offer any help?

Time	Sequence of Activities	Materials
	F. Assignment	
	1. In Leadership Resources Management Library, participants may read "Planning for Achieving Goals"	F1. Leadership Resources Management Library
	2. Read Planning for Change and answer the questions on p. 1.	F2. Handout 4, LRI booklet, Planning for Change
10 min.	G. Summary exercise	
	1. Handout and explain exercise.	G1. Handouts 3a and 3b, Planning worksheets, labels, and blank
	2. As participants finish the exercise, hand them the answer key to check their work.	G2. Handout 3c, Planning worksheet, answer key
	3. Answer questions as necessary. Participants leave as they finish.	

Points for Discussion

F. Assignment

1. This article is a review and restatement of the planning process.

2. This article talks about the issues to be considered when planning outcomes require or will induce change, e.g.: how people react to change; how to prepare people to accept change more easily; predicting the chances of a change taking place. Pay particular attention to the section on force field analysis.

G. Summary exercise

1. This exercise is designed as a self-test on the sequence of steps in the preparation phase and the questions that need to be answered at each step.

   a. Participants put away all books and notes.

   b. The sheet that has labels on it is divided into three columns. Column 1 lists the steps of the preparation phase in scrambled order. Columns 2 and 3 have the related questions in scrambled order.

   c. Put the steps in order first. Then find one question in column 2 and one question in column 3 that relate to each of the steps.

Session 5: Director and Board Relationships

GOALS/OBJECTIVES: Each participant will attain an increased awareness and understanding of the elements and issues associated with organizing and maintaining effective relationships that have been demonstrated to be successful in other halfway houses with the halfway-house board of directors.

They will be able to

1. List at least three types of people to include on the ideal board, and explain how these people can be helpful.
2. Name two strategies for dealing with a troublesome board.

TIME REQUIRED: 3 hours

EQUIPMENT: Videotape equipment (optional, but strongly recommended)

microphone 2 cameras VTR tapedeck monitor mixer	or	Portapack VTR tapedeck monitor microphone

MATERIALS: (Handouts and references are found in Participant Workbook, except handouts 4a-4f in Trainer Manual)

Handout 1, Director and Board Guidelines

Handout 2, Case Study: Pathway Residence

Handout 3, Board and Director Problem Sheet

Handouts 4a-4f, Instructions for Role Players

Handout 5, Guide for Role Player Observers

Handout 6, Group Process Observation Guide

Handout 7, Hidden Agendas Information Sheet

PRIMARY METHODS: Group discussion, role playing

MEETING ARRANGEMENTS: In one room drawing 1, Round table setup; in a second room, drawing 6, discussion setup for six people, with sufficient chairs surrounding the circle for the remaining participants. Video equipment placed so that each role player can be easily photographed, especially when talking. Microphone should be placed to record all speakers audibly.

Session 5:

Time	Sequence of Activities	Materials
30 min.	A. Introduction	
	1. Review the purpose of the session.	
	2. Distribute handout 1.	A2. Handout 1, Director and Board Guidelines
	3. Discuss the items with contributions from the group.	
60 min.	B. Role playing exercise (If video equipment is not available, carry out exercise as directed.)	
	1. Explain that the next activity is a role-playing exercise designed to dramatize some of the difficulties that may arise on an agency board. These background materials will set the stage. Decide who will play each role beforehand and put the appropriate instructions and role description (handout 4) in an envelope bearing the participant's name. Choose people you think will be least self-conscious in a role playing situation.	
	2. Distribute handouts 2 and 3, Case Study: Pathway Residence and Board and Director Problem Sheet, and allow participants about 5 minutes to read. This case will need revision for participants other than halfway-house administrators.	B2. Handout 2, Case Study: Pathway Residence Handout 3, Board/ Director Problem Sheet
	3. Announce that different participants will do different things in the exercise. Distribute role player envelopes to selected participants and instruct those participants to retire to room 2, to take a seat in the inner circle of chairs, and to read their instructions.	B3. Handouts 4a-4f, Instructions for Role Players

Points for Discussion

A. Introduction

1. An active, cooperative board of directors can be an indispensable resource to a program manager. This session will focus on some of the elements of an effective board and some of the things a director should consider in establishing and maintaining a sound working relationship with the board.

3. Under item 6 of the Director and Board Guidelines, you may wish to add these points:
   - Banker—Any bank officer is helpful, but if you are planning to purchase property, it may be especially useful to have a banker from the mortgage department.
   - Legislator—This person can be particularly helpful in working out problems with public agencies such as licensing bureaus.

   Other agencies to consider for board representation, depending upon the needs of the house, are State, county, or municipal employment services, unions, churches, educational institutions, Salvation Army, police department. Do not hesitate to change the role play mix to address the problems you are facing.

B. Role playing exercise

There are no discussion points for this section.

Session 5:

Time	Sequence of Activities	Materials
	B. (continued)	
	4. Give handout 5 to selected participants. Give other participants the Group Process Observation Guide used in session 2D. Answer questions.	B4. Handout 5, Guide for Role Player Observers
	5. All observers move to room 2 and sit in chairs around inner circle.	
	6. Inform role players that the other participants are observers. Ask them to introduce themselves as the characters they are playing, and begin the meeting. (Videotaping starts here. Use introductions to check for placement of cameras and microphones. Be sure cameras can focus without obstruction on each role player as he or she talks and that each voice records audibly.)	
	7. After 15 minutes, terminate the role playing whether the plan has been completed or not.	
	8. Ask the group process observers to report their observerations.	
	9. Ask role player observers to report their observations.	
	10. Ask role players to read their roles to the group in the order they appear on the problem sheet.	
25 min.	C. Hidden agendas	
	1. Distribute the Hidden Agendas Information Sheet, handout 7, and read the introduction to the group.	C1. Handout 7, Hidden Agendas Information Sheet
	2. Lead a discussion of the role play situation: ask participants to draw on their observations either of the group process or the role players and on reports by the role players of their intentions and feelings. See questions opposite.	

Points for Discussion

B. (continued)

C. Hidden agendas

2. Aim toward generalizations that answer these questions:
   a. How do hidden agendas affect the group? How do they affect each member?
   b. What are some indicators that hidden agendas are operating?
   c. Is the recognition of hidden agendas necessary to understand what is going on in the group?

Session 5:

Time	Sequence of Activities	Materials
15 min.	Coffee break (During break, rewind tape and set up monitor in room 1 where all participants can see screen.)	
45 min.	D. Videotape replay 1. Play through the tape once completely without comment, first asking participants to observe and to note the following: a. Examples of group process functions (task, maintenance) and obstructing actions. b. Examples of nonverbal behaviors that convey feelings that role players have reported. 2. Play tape again, this time stopping tape on signal from either you or participants to point out examples of either category (a or b above). E. Summary 1. Summarize major points.	

Points for Discussion

Coffee break

D. Videotape replay

If video equipment is not available, lead a discussion by asking for the same examples as listed opposite. Less time will be required if videotape is not used.

E. Summary

1. Touch briefly on seven points listed on Hidden Agendas Information Sheet.
2. Suggest that participants read remaining paragraphs at their leisure.
3. Cite general implications of this exercise for director and board relationships.

Human factors are as important as organizational ones in the functioning of a board. It is important for a director to know each of his board members.

Session 6 A: Planning for Change

GOALS/OBJECTIVES: Each participant will sufficiently refine and improve existing planning and analysis skills to identify a specific problem or a need for change and to develop a plan for improvement in the area selected.

Given the elements of an effective director and board relationship and a hypothetical situation, participants working in small groups will identify an area of possible improvement and develop a plan to effect a change, using the first five steps of the planning process.

TIME REQUIRED: 1½ hours

EQUIPMENT:

MATERIALS: (Handouts and references are found in Participant Workbook)

Handouts: The Planning Process (from session 4)

Pathway Residence (from session 5)

Board and Director Problem Sheet (from session 5)

(Pathway residence case study will need to be adapted for others besides halfway-house administrators.)

PRIMARY METHODS: Small group work on task assignments, large group presentation and discussion

MEETING ARRANGEMENTS: Drawing 4, Workshop setup; drawing 1, Round table setup

Session 6 A:

Time	Sequence of Activities	Materials
5 min.	A. Introduction 1. Place session in context of previous sessions.	
	B. Group work on plans 1. Give directions for afternoon activities. a. Participants will work in standing groups. b. Set the scene: Assume that each group is a team of consultants that has been invited by the Pathway Residence board to recommend changes in their way of operating. The team observed the meeting that took place this morning and is meeting now to identify the problem and formulate a plan. c. Handouts available to assist with their deliberations are • The Planning Process • Pathway Residence • Board and Director Problem Sheet	B.1c. Handouts from sessions 4 and 5
	2. Emphasize that the task is to formulate a plan to improve the functioning of the board, not to solve their funding problems.	
	3. Forty-five minutes is allotted for the task. At the end of that time, the group will reconvene to hear the plans and discuss them. Time allowed for presentation of the plans is 5 minutes.	

Points for Discussion

A. Introduction

1. Session 4 was devoted to planning as it relates to management, to discussion of a model planning process, and to practice in the critical task of writing specific objectives.

   The reading assignment reemphasized some of the planning concepts and introduced some of the issues that accompany change.

   Session 5 focused specifically on the board of directors and factors that influence its effectiveness. The role playing situation provided an opportunity to practice group observation skills and at the same time presented a situation that could benefit from some planned change.

   This session will provide an opportunity to apply the planning process to a hypothetical situation, using your knowledge and skills about boards and groups to identify a problem and to formulate some approaches to solutions.

B. Group work on plans

1c. The questions on The Planning Process handout will help to guide thinking. The case study and the problem sheet plus the observation of the meeting will provide the necessary data.

2. Recommend that they take each planning step in order and answer as many questions as apply. Some steps and questions will require only brief consideration; others will require considerable time.

   Also remind participants of "force field analysis" described in "Planning for Change" in the Leadership Resources Management Series. This technique helps to analyze a situation and to identify possible alternatives (step 5 of the planning process).

Time	Sequence of Activities	Materials

B. (continued)

(Stay close at hand to answer questions. You may wish to sit in with each group to observe how they apply the planning steps and whether any task or maintenance functions are present. You might use the Group Process Observation Sheet to guide your observation. Confine your assistance to clarification of the planning process and force field analysis. Refer participants to the documents for answers to questions about the situation.)

4. Ten minutes before the time is up, announce the time remaining and remind groups to pick someone to present the plan.

30 min. C. Presentation of plans

1. Explain that each group will be allotted 5 minutes for presentation and 5 minutes for discussion.

   (Reassure the participants that there are no penalties for not completing the task. The main purpose of the activity was to provide experience in planning a common task.)

2. Presentation should contain a brief description of the outcome of each step in the planning process.

3. Discussion should focus on how the process was applied. Lead discussion by raising questions such as those opposite.

Points for Discussion

B. (continued)

C. Presentation of plans

3. Questions for discussion may include the following:
   - Is the recommended plan consistent with organization goals?
   - Was all existing information considered?
   - Have all affected people been involved?
   - Does the objective meet all criteria?
   - To what extent were alternatives considered? How many?
   - If some alternative was selected, is it justified in terms of the criteria?

Generally, the more carefully the planning process has been observed, the better the outcome.

Also, there is no one right answer to this situation. Having three groups work on the same task increases the likelihood that most common problems will be experienced and that the groups can check each other on the thoroughness of their effort.

Time	Sequence of Activities	Materials
	C. (continued)	
	4. Have subsequent presenters focus on differences.	
	(Is there a correlation between your observation of group process and the quality of the plan? If a group had trouble working together and the outcome of their effort is mediocre, you might say, e.g.: "I noticed that there were only a few instances of opinion seeking or clarifying in your group. What effect do you think that had on accomplishing your task?")	
	D. Summary	
	1. Make a general statement about the relationship between faithful application of the planning process and quality of outcome.	
	2. Recall parts of planning that participants said they had difficulty with (session 4) and see if they were the same in this exercise.	
15 min.	Coffee break	

Points for Discussion

C. (continued)

Some difficulties that are likely to arise in one or more groups are the following:

- Inadequate information gathering and analysis.
- Consideration of solutions before the problem is identified and objectives are stated.
- Insufficient consideration of alternatives.

D. Summary

There are no discussion points for this section.

Coffee break

Session 6B: Planning for Change

GOALS/OBJECTIVES: Each participant will sufficiently refine and improve existing planning and analysis skills to identify a specific problem and to develop a plan for improvement in the problem area selected.

TIME REQUIRED: 1-½ hours

EQUIPMENT:

MATERIALS: (Handouts and references are found in Participant Workbook)

Handout 1, Halfway-House Assessment Worksheet and Explanation

Handout 2, Guidelines for Individual Program Projects

Handout 3, Study Guide for Organizing the Enterprise

PRIMARY METHODS: Independent work

MEETING ARRANGEMENTS: Drawing 2, classroom setup

Session 6B:

Time	Sequence of Activities	Materials
10 min.	A. Introduction	
	1. Place session in the context of previous sessions and describe the purpose.	
	2. Distribute handout 1 (or a revised substitute if the audience is not exclusively halfway-house administrators).	A2. Handout 1, Halfway-House Assessment Worksheet and Explanation (or substitute; see adaptations for minicourse C in section II of manual).
	3. Highlight the information contained in the explanation.	
35 min.	B. Work on Halfway-House Assessment Worksheet	
	1. Direct participants to complete the first eight pages, up to "resident rights."	
	2. Delay questions on scoring until participants are ready to do that step.	

Points for Discussion

A. Introduction

1. During the preceding sessions, we have looked at the management role, the planning process, small group process, and the organization and function of the board of directors. The related knowledge and skills are applicable to all aspects of program operation.

   The sessions following this will focus on specific areas: funding, budgeting, recordkeeping, staff organization, and supervision.

   The final activity of the training program will be the development and presentation of a plan, by each participant, directed toward making some change in the halfway house he or she directs.

   In this session, we will present guidelines and instructions to enable participants to assess the degree to which their existing programs meet recommended standards. Each will identify possible areas for change and will select one of those areas as the focus of his plan.

3. Some, if not all, of the participants will have seen the accreditation standards by this time. The items or elements included in the worksheet are almost identical to the accreditation standards, but they are organized by topic (recordkeeping, documentation, environment, evaluation) rather than by component (management, emergency care, aftercare).

   The Joint Commission on Accreditation of Hospitals was selected by NIAAA to handle accreditation of alcohol treatment programs because it is the recognized accreditation agency for all health service programs.

B. Work on Halfway-House Assessment Worksheet

There are no discussion points for this section.

Time	*Sequence of Activities*	*Materials*
15 min.	C. Scoring	
	1. Stop participants even though they may not have completed the eight pages.	
	2. Ask if anyone has started scoring. If so, ask him to describe the process and to mention any difficulties.	
	3. Direct participants to score one or two completed categories.	
10 min.	D. Directions for individual program projects	
	1. Distribute "Guidelines for Individual Program Projects."	D1. Handout 2, Guidelines for Individual Program Projects
	2. Discuss the guidelines and answer questions.	
10 min.	E. Assignment	
	1. Distribute handout 3.	E1. Handout 3, Study Guide for Organizing the Enterprise
	2. Tell group to read Organizing the Enterprise and to complete the Study Guide for the next session.	
	3. Ask them to complete the Halfway-House Assessment Worksheet, handout 1; to select one area as a target for an action plan; and to submit the title to you with their names at the next session.	

Points for Discussion

C. Scoring

There are no discussion points for this section.

D. Directions for individual program projects

There are no discussion points for this section.

E. Assignment

2. Suggest that participants complete the eight pages of the worksheet if they have not already done so before deciding on a planning project.

   Emphasize selection of a change that is fairly simple to accomplish—perhaps within 6 months—and/or is a pressing problem in their programs.

   Participants may develop a plan for a change other than one identified by the Assessment Worksheet.

Session 7: Funding Sources

GOALS/OBJECTIVES: At the end of the session, participants will have an increased awareness and understanding of the elements and issues associated with selected aspects of effective alcoholism program administration.

They will be able to:

1. Identify at least one funding agency as a possible new source of revenue for an alcoholism program
2. Identify a possible way of solving an existing problem with revenue sources currently available.

TIME REQUIRED: 1½ hours

EQUIPMENT:

MATERIALS: (Handouts and references are found in Participant Workbook)

Flipchart 1, Objectives (prepare before session)

Handout 1, Participant Presentation Appraisal Sheet (in set of resource materials for session 2C, handout 2)

Handout 2, Funding Sources

Handout 3, Funding Sources exhibits A-F

Handout 4, Foundations

Handout 5, Other Sources of Funding for Alcoholism Services

PRIMARY METHODS: Large group discussion

MEETING ARRANGEMENTS: Drawing 1, Round table setup

Session 7:

Time	Sequence of Activities	Materials
30 min.	A. Participant presentation: Philosophy of funding for halfway-house programs	
	1. Be sure that the objectives containing the criteria for evaluation for the presentation are written legibly on a flipchart. (From handout 1 for session 2C.)	A1. Flipchart 1, Objectives
	2. Have participants locate Participant Presentation Appraisal sheet in session 2C.	A2. Handout 1, Participant Presentation Appraisal Sheet (from resource materials for session 2C)
	3. Have participants in the funding group make presentation, keeping within the allotted time, including 5 minutes for evaluation. Using the appraisal sheet as a guide, have others record their appraisals on blank pieces of paper.	
	4. Allow those making presentations to read appraisals completed by others.	
60 min.	B. Funding sources	
	1. Distribute Funding Sources and Exhibits packet, handouts 2 and 3.	B1. Handout 2, Funding Sources Handout 3, Funding Sources Exhibits
	2. Go through the Funding Sources outline, elaborating and discussing each point, with special reference to the local situation.	
	3. Refer to items in the exhibit packet as indicated.	
	4. Invite participants to comment if their contributions will assist other members of the group. Discourage personal anecdotes; encourage suggested sources of information, strategies for preparing proposals or making contacts, experienced estimates on time required to prepare proposals, etc.	

Points for Discussion

A. Participant presentation: Philosophy of funding for halfway-house programs

This is the first of the participant presentations introduced on day 2. Briefly introduce participants and explain the sequence of events. Objectives on flipchart should not be visible until the end of the presentation. Participants can write the answers to these items on the back of the appraisal sheet.

B. Funding sources

This session depends primarily on information contained in specially developed handouts (as designated) for discussion material.

Time	Sequence of Activities	Materials
	B. (continued)	
	5. Distribute Foundations, handout 4, and repeat procedure as indicated above in items 2, 3, and 4.	B5. Handout 4, Foundations
	6. Distribute Other Sources of Funding for Alcoholism Services, handout 5, and repeat procedure as indicated above in items 2, 3, and 4.	B6. Handout 5, Other Sources of Funding for Alcoholism Services

Points for Discussion

B. (continued)

Session 8: Selected Aspects of Financial Management

GOALS/OBJECTIVES: Participants will attain an increased awareness and understanding of the elements and issues associated with selected aspects of effective alcohol program administration, including cost-saving procedures, budget preparation, and fiscal and statistical recordkeeping.

They will be able to list five new procedures to help reduce program costs.

TIME REQUIRED: 1½ hours

EQUIPMENT: Flipchart paper, felt pens, tripod, or masking tape

MATERIALS: (Handouts and references are found in Participant Workbook) Reference 1, Cost-Saving Measures

PRIMARY METHODS: Lecture and discussion small group work

MEETING ARRANGEMENTS: Drawing 1, Round table setup, drawing 4, Workshop setup

Session 8:

Time	Sequence of Activities	Materials
5 min.	A. Introduction 1. Ask participants to submit planning project topics. 2. Link session to previous session on funding sources. 3. Review topics to be covered.	
5 min.	B. Cost-saving procedures 1. Explain the process of brainstorming that participants will use in the exercise. 2. Ask participants to enumerate methods they have used to reduce costs (e.g., use of volunteers, short- and long-term fundraising ventures, donations of services and goods, etc.). 3. Divide participants into the three groups used previously throughout the program and have them select a recorder to write suggestions on flipchart.	B. Three flipcharts, one for each group of participants.
40 min.	4. Have participants proceed with exercise.	
10 min.	Coffee break	
30 min.	5. Have participants put their suggestions up in the front of the room.	

Points for Discussion

A. Introduction

2. In addition to finding alternate funding sources, there are numerous ways to operate on a small budget without sacrificing the basic components of a program. Extensive use of some cost-saving procedures and accounting methods will result in substantial savings and more effective financial operation for many programs.

3. This morning, we will generate many ideas for either cutting program cost or generating services to reduce the need for monetary outlays. You have all developed or used specific measures to reduce operating costs. Through group work, we will try to enumerate these measures and to share ideas others can use.

   Next, we will examine two types of systems for determining the efficiency of your program. One relates to how much it costs to provide services to one client over his specified period of stay (per diem). The other deals with determining cost per unit of service (e.g., how much it costs you to provide counseling services). With this background, we will go on to explore the recordkeeping requirements needed to institute these systems.

B. Cost-saving procedures

1. Brainstorming is one technique groups can use to (a) generate many ideas in a short amount of time and (b) become task-oriented quickly.

   In order to generate many varied ideas, participants should think of as many ideas as possible and record them, suspending criticism until this phase of the process is completed. Once all ideas are on the table (recorded), a process of selection is initiated to eliminate duplications and unrealistic or unworkable ideas.

Time	Sequence of Activities	Materials
	B. (continued)	
	6. Select the most comprehensive list and have the recorder explain each item listed. Other group members may enlarge upon specific ideas if needed.	
	7. After recorder has finished, other groups explain items on their lists not noted by the presenting group.	
	8. After all suggestions have been discussed, list others which the group may not have mentioned.	B8. Reference 1, Cost-saving measures
	9. Have suggestions typed and distribute to participants at a later session.	
	C. Summary	

Points for Discussion

B. (continued)

C. Summary

Mention that this session will be continued.

Session 9: Selected Aspects of Financial Management (cont'd)

GOALS/OBJECTIVES: Participants will attain an increased awareness and understanding of the elements and issues associated with selected aspects of effective program administration, including cost-saving procedures, budget preparation, and fiscal and statistical recordkeeping.

They will be able to:

1. Determine cost per resident day and cost per unit of service, given financial data on a hypothetical program
2. List three types of records which must be kept in order to determine the above costs.

TIME REQUIRED: 1¾ hours

EQUIPMENT: Flipchart paper, felt pens, tripod, or masking tape

MATERIALS: (Handouts and references are found in Participant Workbook)

Handout 1, Commonly Used Financial Management Terms

Handout 2, Cost Per Resident Day, Computation Case Study

Handout 3, Unit Cost Computation

Handout 4, Unit Cost Computation Case Study

Reference 1, Procedure for Calculating Allocated Administrative Cost and Unit Cost for a Service

PRIMARY METHODS: Lecture, discussion

MEETING ARRANGEMENTS: Drawing 1, Round table setup

Session 9:

Time	Sequence of Activities	Materials
5 min.	A. Introduction 1. Explain the constraints of the training program and offer suggestions of sources for financial management expertise.	
	2. Explain the meaning of financial management.	
10 min.	3. Commonly used financial management terms a. Distribute handout 1, Commonly Used Financial Management Terms (definitions). b. Read each item separately and answer questions which may arise.	A3. Handout 1, Commonly Used Financial Management Terms

Points for Discussion

A. Introduction

1. Financial management is a subject many people spend years learning. We have only a short time and it would be impossible to address the needs of each person's program, so we are going to explore only two procedures that can help you determine the cost-effectiveness of your program. We will provide you with data on how to compute these figures and on what accounting methods and records are necessary to accomplish this. If you need more information, several resources are available.

   Ways to acquire a financial management system tailored to your needs include the following:

   - Have an accountant or other person with financial management expertise on your board of directors.
   - Approach your major funding agent and ask for his help in setting up an adequate financial management system.
   - Affiliate yourself with an organization that can supply these services.
   - Attend training programs or schools that offer appropriate training.
   - Seek volunteer technical assistance from the business administration department of a nearby college or university.

   The need for setting up an adequate system cannot be overstated. Third-party payers are going to assume a greater future role in providing funds for services rendered, so you need a good financial management system to show them where the money is being spent and how effective it was in treating clients.

2. Financial management is a process of comparing proposed expenditures over a specific timeframe with the actual expenditures over the same timeframe. If one of these elements is not in line with the other, corrective actions are necessary. This means reducing the cost for a specific function or readjusting the estimated budget. Financial management is not just making sure you don't overspend allotted funds. It is an active process of analyzing and adjusting expenditures.

   Financial management includes three elements:

   - The task to be accomplished.
   - The time period over which the task will be accomplished.
   - The workload or workdays necessary to accomplish the task.

   These three elements provide a base for computing the dollars necessary to perform or complete a function over a specified period of time (yearly, quarterly, monthly). If one or all of the functions listed are not realistic or correctly estimated, the budget will be inaccurate and possibly inadequate.

Time	Sequence of Activities	Materials
15 min.	B. Calculating cost per resident day 1. Explain cost and the factors involved in calculation. Also explain how this information can be used.	
	2. Distribute a case study using this method of calculation and explain why it is only an approximation. Also explain how the per-day figures were calculated and what the "100%" means.	B2. Handout 2, Cost Per Resident Day, Computation Case Study

Points for Discussion

B. Calculating cost per resident day (Inpatient care only)

1. The method offered here gives only a rough approximation; but for some agencies, this method is sufficient. Essentially, this calculation entails only the following:
   - Determining the total amount of money (costs) spent by a program over a specified period of time (monthly, yearly, quarterly).
   - Dividing the above sum by the actual or estimated volume of individuals treated during the same time period, where volume = the number of individuals treated per unit in that time period x the total number of units in the time period. For example, in computing a daily rate or cost per resident day, the equation is:

   $$\text{Cost per resident day} = \frac{\text{\$ spent over specified time period}}{\text{number of residents each day} \times \text{number of days involved in that time period (365, 30, 90)}}$$

   $$\text{Cost per resident day} = \frac{\text{costs}}{\text{volume}}$$

   When you have this figure, you can determine how much your residents should pay (if anything) and can seek supplementary funding sources to provide the rest. This also provides data for you and the funding source to back up your need for more money. It can also indicate that things are not working properly if the result varies much from previously calculated per diem.

2. This case study uses the method just explained to calculate cost per resident day. As mentioned before, this is not the most accurate way to determine per diem cost for a number of reasons:
   - Not all administrative costs were used directly for resident services. Some money was probably spent on other functions, such as community education. The question which might be raised is "Do I want to include all administrative costs in the cost per resident day figure?" If not, a more precise breakdown of direct, indirect, and administrative costs is needed.
   - The figure was calculated on the basis that all beds are filled at all times, which is not the case in many houses. To get a more accurate representation of the cost involved, this figure (number of residents) should be based on the percentage of beds filled at any point in time (the average number filled) or the actual number of residents during that period of time. This will increase the per diem cost, but it presents a more accurate picture.

Time	Sequence of Activities	Materials
15 min.	C. Calculating unit cost	
	1. Distribute handout 3, Unit Cost Computation, while explaining its relationship to the per diem cost just discussed.	C1. Handout 3, Unit Cost Computation
	2. Direct participants' attention to the report form. Explain that the column items used are taken from a case study that will be handed out shortly as a computation exercise.	C2. Flipchart

Points for Discussion

C. Calculating unit cost

1. The calculations just shown gave us a rough approximation of cost per resident day or per diem cost. The next method is more involved, but is a highly accurate way to calculate per diem cost as well as any other function your program provides. The complexity of these determinations will depend primarily on what information you, or the agency you report to, find necessary. This calculation is called "unit cost computation" and shows how much it costs to provide a specific service.

2. Line 1—Direct Costs. Total cost for specific direct service rendered. The number of columns can be enlarged to provide room for other services you offer and feel are important to determine. For the examples given, the counseling total includes salaries, employee benefits, local travel, supplies, and other counseling expenses and room and board includes salaries, employee benefits, food, laundry and linen, housekeeping supplies, and other room and board expenses.

   Line 2—Allocated Administrative Cost. Determined by multiplying overhead rate times the direct cost for each service. This total should always equal the total administrative cost when all are added together.

   Line 3—Total Cost, Direct and Indirect. Indirect here is the same as the allocated administrative cost. This line merely represents the sum of direct costs and allocated administrative cost.

   Line 4—Units. These are the criteria for determining program efficiency and effectiveness. These should be fairly consistent with program goals (to provide counseling, and so on) and are usually measures used to evaluate programs and progress. Per diem cost (cost per resident day) or any other measures you may feel are relevant may be used. There should be a relationship with areas listed across columns. Particular attention should be paid to the timeframe used (day, month, week, session, year). All determinations should be made on the basis of the timeframe set forth in handout 3 (top of p. 138), Period _____ to______.

   Line 5—Unit Cost. This is the actual figure you want and is determined by dividing the total direct and indirect cost by the units used in line 4. This figure can then be used as a comparison of cost effectiveness on a monthly, quarterly, or yearly basis, or other appropriate period. This figure can also be used to compare the cost effectiveness of different programs and to determine a fee to charge your residents. (In most cases, this fee will be beyond the ability of the client to pay; therefore, this also tells you approximately how much supplementary funding to acquire to operate in the black.) In other words, you can start making budgetary estimates.

   Line 6—Administrative Cost. This figure represents total administrative cost. The allocated administrative cost should euqal this figure always, because allocated costs are determined by use of this figure (line 7). Administrative cost includes such items as salaries, employee benefits, travel (local and long distance), rent, telephone, supplies, postage, business insurance, and other items used by the administrative section.

   Line 7—Overhead Rate. This is a percentage figure determined by dividing the administrative cost by the total direct cost. This should be done for each cost center indicated on line 1. This tells you approximately how much time and effort (which translates into dollars) was spent by administration to ensure that these services could be carried out.

Session 9:

Time	Sequence of Activities	Materials
	C. (continued)	
40 min.	3. Clarify any questions that may arise and then distribute handout 4. Walk through each step on handout 4, as directed on first page of handout 3. This may be done on flipchart or blackboard, whatever seems appropriate.	C3. Handout 4, Unit Cost Computation Case Study
	4. You may use reference 1 to help you conduct this exercise.	C4. Reference 1, Procedure for Calculating Allocated Administrative Cost and Unit Cost for a Service
15 min.	D. Financial recordkeeping and accounting systems	
	1. Use records from an operating halfway-house in your region that are simple and yet provide all necessary information. (See opposite.)	
	2. Contact a financial records supply firm that can provide sample forms appropriate to the needs of a halfway-house.	
5 min.	E. Summary	
	Review major points.	
	1. Cost saving	
	2. Per diem calculations	
	3. Unit cost computation	
	4. Importance of financial recordkeeping system.	

Points for Discussion

C. (continued)

D. Financial recordkeeping and accounting systems

1. Records must be kept on the following:
   - A breakdown of your receivable income by its source
   - Staff time spent performing various functions
   - Expenditures by type of service provided. An accurate record of disbursements is necessary in almost any program.

   This is not as difficult as it might seem. All you have to do is develop a system for gathering the necessary information and recording it promptly.

E. Summary

1. We explored numerous methods for either reducing program cost or gaining supplementary income. Can anyone name five new procedures that they might apply when they return?

2, 3. We learned two methods for computing selected aspects of program cost. These are per diem calculation and cost per unit of service. These two items reflect similar processes, but one (cost per unit of service) is more involved and more accurate. Essentially, both reflect cost for a service, divided by the volume of services rendered, or cost/volume. It is very important to be able to determine these figures, both for your use and for a parent or regulatory agency.

4. We discussed the type of records necessary to determine costs. Can anyone name three which are necessary to perform these calculations? (Timesheets with a breakdown of time spent performing various functions, records of cash disbursements according to type of service, statement of operations that gives these figures plus income according to its sources.)

   It is essential to have an adequate information base as well as adequate collection procedures to determine the financial effectiveness of your program.

Session 10: Organization Structure and Position Descriptions

GOALS/OBJECTIVES: Participants will attain an increased awareness and understanding of the elements and issues associated with selected aspects of effective administration, including personnel policies.

Given a program description, objectives, services, and a staff roster for a hypothetical program, participants working in small groups will be able to develop a job description for one program and one operations position.

TIME REQUIRED: 2½ hours

EQUIPMENT: Flipchart paper, felt pens, tripod, or masking tape

MATERIALS: (Handouts and references are found in Participant Workbook)

Handout 1, Organization Task Instructions and Information

Handout 2, Study Guide: Delegating and Sharing Work

Handout 3, Study Guide: Developing Personnel

Handout 4, Morale Index for Supervisors*

Handout 5, Morale Index Report Form

*If this activity is used, one copy of the Morale Index must be obtained in advance for each participant. See section IV of this manual for purchasing information.

PRIMARY METHODS: Whole group discussion, small group task

MEETING ARRANGEMENTS: Drawing 1, Round table setup, in room 1 for discussion of reading assignment and presentations; drawing 4, Workshop setup, in room 2 for group task work.

Session 10:

Time	Sequence of Activities	Materials
30 min.	A. Review reading assignment 1. Discuss answers to questions in Study Guide for the article Organizing the Enterprise. 2. Cover questions and points are listed on opposite page.	
45 min.	B. Organization task 1. Distribute handout 1, Organization Task Instructions and Organization Task Information. 2. Have the participants work in small groups to follow the instructions on p. 1, using the information on p. 2.	B1. Handout 1, Organization Task Instructions and Organization Task Information

Points for Discussion

A. Review reading assignment

2. A number of ways to divide the work of an organization are listed. Which one do you think is most appropriate to your program? Explain your choice.

Points to cover:

In an enterprise the size of your program, where many functions are performed by a very few people, the question of alternative organization may seem a moot point. However, in terms of efficiency it may be *more* important to organize well in a smaller organization because fewer people are expected to do more and different things. Consideration of alternatives to the existing organization may suggest improvements. In answer to the question, a case could probably be made for both functional (e.g., in a halfway-house, food preparation and service, house maintenance, business and financial management, client services and external affairs public and community relations and agency liaison) and services. No answer is right or wrong, but the other choices do not make much sense for the typical program.

How is a manager defined in this article? (See the third full paragraph in the first column on p. 11.)

Points to cover:

This question is included to highlight the distinction between the role and title. In halfway-houses for example, there is a position called house manager, whose duties and responsibilities are quite different from those of the director. The director is the manager referred to in this context, the person who carries out the management functions discussed earlier in the sessions.

How does the organizational pattern of your program help and how does it hinder program operation?

What are the implications of growth for the organization of the enterprise?

Points to cover:

Growth in the program generally takes the form of adding another unit or adding a different component of care (outpatient, detoxification). This growth usually results in greater responsibility for the unit staff and increased savings (cost of director and management support covered by two operations and discounts for volume purchasing, and so on).

B. Organization task

There are no discussion points for this section.

Time	Sequence of Activities	Materials
	B. (continued)	
	3. Have the group complete the task in 1 hour, including preparation of their recommendations for presentation to the other two groups. Each group will have 15 minutes for its presentation. Provide flipcharts for group use.	B3. Flipcharts
15 min.	Coffee break	
30 min.	C. Presentation of organization task results	
	1. Reconvene in a room with a conference arrangement.	
	2. Groups take turns presenting recommendations for organization and job descriptions.	
5 min.	D. Summary	
	Review the points listed opposite.	
5 min.	E. Assignment	
	1. Direct participants to read "Delegating and Sharing Work and Developing Personnel," found in Leadership Resources Management Library.	
	2. Distribute study guides for the above, handouts 2 and 3.	E2. Handout 2, Study Guide: Delegating and Sharing Work Handout 3, Study Guide: Developing Personnel

Points for Discussion

B. (continued)

C. Presentation of organization task results

There are no discussion points for this section.

D. Summary

- There is no one way to organize an enterprise.
- Organization should change with the changing needs of the enterprise.
- Staff members should participate in development of organizational structure and job descriptions. They are subject-matter experts on what they do, to whom they relate, and how.
- Organization and job descriptions should be consistent with the program goals and services.

E. Assignment

There are no discussion points for this section.

Session 10:

Time	Sequence of Activities	Materials
15 min.	F. Morale index for supervisors	This exercise may be omitted if you do not wish to order the Morale Index

1. Review purpose of exercise:
   a. The next session on personnel issues will include issues relating to staff supervision and evaluation of job performance.
   b. In preparation for that session, it might be useful to get some indications of the existing level of job satisfaction in your program.
   c. To that end, we have a Morale Index, which will do the following:
      (1) Tell you something about how you feel about your job.
      (2) Highlight some of the areas that contribute to job satisfaction or dissatisfaction.
2. Distribute handout 4. Handout 5 is located in the workbook.

   F2. Handout 4, Morale Index for Supervisors
   Handout 5, Morale Index Report Form
3. Instruct participants to read handout 4 and to follow the directions with two exceptions:
   a. Omit items 8, 13, 18, and 23; these do not apply.
   b. Record totals on the report form and hand it in without their names.
4. Ask if there are any questions.
5. Participants may leave when they have completed the report form.

Points for Discussion

F. Morale index for supervisors

There are no discussion points for this section.

Session 11: Personnel Evaluation and Supervision

GOALS/OBJECTIVES:	Participants will attain an increased awareness and understanding of the elements and issues associated with selected aspects of effective halfway-house administration, including personnel policies. Participants will each write a specific, measurable, time-phased objective that could serve as a basis for evaluating an employee's performance. Participants will be able to define management by objectives as a process by which a supervisor and an employee negotiate individual objectives and use those objectives for periodic performance appraisal.
TIME REQUIRED:	2¼ hours
EQUIPMENT:	Flipchart paper, felt pens, tripod, or masking tape
MATERIALS: (Handouts and references are found in Participant Workbook)	Handout 1, Personal Review Form Handout 2, Performance Planning and Evaluation Handout 3, Management by Objectives
PRIMARY METHODS:	Whole group discussion
MEETING ARRANGEMENTS:	Drawing 1, Round table setup

Session 11:

Time	Sequence of Activities	Materials
30 min.	A. Morale index report	This exercise may be omitted if you do not wish to order the Morale Index.
	1. Ask participants to turn to the Morale Index and to review the items and their responses.	
	2. Ask for any comments participants may have about the questionnaire.	
	3. Display the tabulated results of the scores turned in by participants at the end of the previous session. (Prepare ahead of time on flipchart.)	A3. Flipchart
	a. For each category (organization, superior), show the range (highest and lowest) and the average.	
	b. Show a group profile on the chart by plotting the average row total for each category.	
	4. Ask participants to note any relationships or incongruities and to speculate on possible causes.	
30 min.	B. Delegating and sharing work	
	1. Pose questions on the reading assignment, as listed on the study guide, and lead a discussion based on participants' responses.	
	2. What conclusions can be drawn about the way they feel about authority and responsibility delegated to them and the way staff members might feel?	
15 min.	Coffee break	
30 min.	C. Personnel evaluation	
	1. Distribute and discuss the Personal Review Form and Performance Planning and Evaluation, handouts 1 and 2.	C1. Handout 1, Personal Review Form
	2. The Personal Review Form is for the staff member to complete and share if he or she wishes.	C1. Handout 2, Performance Planning and Evaluation

Points for Discussion

A. Morale index report

1. The purpose of the exercise is to provide an opportunity for participants to focus on their feelings about their jobs and the people with whom they work.

4. Is there a difference between the way the group feels about the organization and superiors as opposed to their employees?

   How do scores on employees and supervision compare? If employees are scored low and supervision high, what might that indicate? Is that a workable relationship?

B. Delegating and sharing work

2. Generally, staff will respond in a similar fashion to directors. Ask participants to recall how they have felt or behaved in negative and positive situations with their superiors. Also have them recall examples of behavior of staff people they have supervised. Delegation as it relates to leadership styles will be discussed further in the session on information and decisionmaking.

Coffee break

C. Personnel evaluation

1. These forms are suggested as a systematic way to delegate authority and responsibility, to evaluate performance, and to guide staff development.

2. The self-appraisal helps the staff member to prepare for the evaluation session ahead of time.

Time	Sequence of Activities	Materials

C. (continued)

3. The Performance Planning and Evaluation form is for both the supervisor and the staff member.

   a. The spaces on the front are for identification purposes.
   b. The lefthand side of the inner double page is prepared by both the director and the staff member.
   c. The first column requests key words to describe major duties.
   d. The second column requires a specific, measurable, time-phased performance objective related to that responsibility.
   e. The third column on the lefthand side provides a space to indicate the relative priority of each objective to use as a basis for making choices should conflicts arise.
   f. At the bottom of the lefthand page is space to record any changes made in the original plan as a result of changes in circumstances. Additional space is provided to record other activities that might be performed but that will not necessarily be included in the evaluation.
   g. The righthand side of the double page contains space for recording the results accomplished during the evaluation period and the level of achievement.

Points for Discussion

C. (continued)

3. Both forms are offered as models to be adapted to suit the needs of each particular situation. A new copy of each form is required for each review period. Every 6 months is a minimum frequency for setting new goals. Interim meetings should be held to check progress and to make adjustments as needed.

   a. The data requested may be more detailed than would be necessary for halfway-house purposes.

   c. Examples of key words are individual counseling, conducting group sessions, preparing and serving meals, maintaining house in good repair, and maintaining financial records.

   d. This statement might cover an aspect of job performance that the staff person is trying to improve, a new project being put into operation, or a special assignment requested by the supervisor. For example, in a halfway-house, "Meals will be served within 10 minutes of scheduled time, barring unforeseen circumstances, at least 90 percent of the time. No exceptions will be permitted on evenings when group meetings are scheduled to begin at 7:30," or "Counselor will meet informally with every client on an individual basis at least once each week, outside of regularly scheduled hours, to talk about unspecified topics."

      These statements should be based on a discussion of performance over the preceding evaluation period and should imply that support from the supervisor in terms of revised procedures, necessary equipment, or suggested new approaches will be provided. Both the supervisor and the staff person should also set dates for completion of intermediate tasks and for meetings to review progress and to make necessary adjustments.

   g. Point out the various areas on the righthand page. Emphasize that the overall rating is derived from the information recorded above.

Time	Sequence of Activities	Materials
	C. (continued)	
	h. The final page, headed "Counseling Summary," is self-explanatory.	
	i. The "Employee Development Plan" assists the supervisor to meet the responsibility for staff development.	
	D. Management by objectives	
10 min.	1. Distribute handout 3.	D1. Handout 3, Management by Objectives
	2. Review major points on the handout.	
10 min.	3. Instruct participants to work in pairs. Using the case study data and job description developed in the previous session, they will write a statement to be used as a basis for evaluating performance on the first line of the Performance Planning and Evaluation form.	
10 min.	4. Ask two or three pairs to share their objectives for review and discussion by the entire group.	
30 min.	E. Participant presentation: Use of volunteers See the procedure outlined in session 7. Materials in handout 2 of session 2C are used for the presentations.	

Points for Discussion

C. (continued)

h. The major purpose of this whole form is to provide an objective basis on which both supervisor and staff member can appraise the staff member's performance. A form of this type encourages a systematic procedure for performance evaluation and provides a permanent employment record consistent for all staff.

i. Plans for task assignments and continuing education consistent with the staff member's needs and interests can be recorded on this separate page. This may be shared or not with the staff member at the supervisor's discretion.

D. Management by objectives

1. This process summarizes the procedure recorded on the evaluation form just discussed.

2. Under basic concepts, "define program objectives" refers to the overall halfway-house objectives for the year and/or the yearly objectives for a particular program segment such as counseling, recreation, employment, or house improvement. The individual objectives refer to the particular aspects of that program for which an individual staff member is responsible. In some cases, a single staff member will be totally responsible for a program. In other cases, the whole staff will be cooperating to achieve a program objective, with specific tasks assigned to each one.

   The objectives negotiated under item 1 of Procedure are the statements that are written on the left inner page of the Performance Planning and Evaluation form.

3. The statement must contain all of the elements of an acceptable objective:

   Task = specific
   Indicator of accomplishment = measurable
   Date of completion = time phased

E. Participant presentation: Use of volunteers

There are no discussion points for this section.

Session 12: Appraisal Interview and Staff Development

GOALS/OBJECTIVES: Participants will attain an increased awareness and understanding of the elements and issues associated with selected aspects of effective halfway-house administration, including personnel policies.

Given a description of three types of appraisal interviews, participants will be able to correctly identify a dramatization of each.

TIME REQUIRED: 3 hours

EQUIPMENT: Videotape equipment
- camera
- recorder/playback
- monitor
- microphone

Flipchart paper, felt pens, tripod, or masking tape

MATERIALS: (Handouts and references are found in Participant Workbook)

Handout 1, Performance Review Guidelines

Handout 2, The Management of Human Resources

PRIMARY METHODS: Roleplaying, whole group discussion

MEETING ARRANGEMENTS: Drawing 1, Round table setup

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Session 12:

Time	Sequence of Activities	Materials
	A. Participant presentation: Appraisal interviews	
	1. See the general procedure as outlined in session 7. Materials in handout 2 of session 2C are used for the presentations.	
10 min.	2. Participants making the presentation describe the three types of interviews by name and characteristics. This may be done orally, with major points on a handout distributed to participants, or on a flipchart.	A2. Flipchart
30 min.	3. Then each interview is acted out in turn and recorded on videotape, with no comment in between.	
60 min.	4. Ask participants to indicate the type of interview presented first and to state the reasons for the choice.	
	5. Play the taped interview, stopping the tape and/or replaying the portions that illustrate significant characteristics.	
	6. Repeat for each interview with discussion from the presenters and participants.	
15 min.	Coffee break	
	B. Staff development	
30 min.	1. Discuss reading assignment, Developing Personnel, using the questions in the study guide.	
	2. Cover the points listed opposite.	

Points for Discussion

A. Participant presentation: Appraisal interview

6. Presenters should comment particularly on the way both felt during each interview, whether they think they accomplished the purpose, and what behavior they expected from the staff member as a result.

Coffee break

B. Staff development

2. Consider the questions on p. 2 of the article. All of the answers are contained in the article. Ask participants to comment on any that they had difficulty translating into halfway-house terms.

   Size is not a consideration for the halfway-house in determining the value of staff development. Ask for some of the considerations that *are* peculiar to the halfway-house.

   Points to consider:

   Even if the size of a program remains constant, developments in accreditation and certification are emphasizing the need for accountability, continuity, maturity, and leadership. Also, the growth of knowledge in the field requires continuing education to keep abreast and to maintain the quality of care.

   Ask what factors in your program's operation may pose some difficulties in implementing systematic staff development (i.e., small staff, small budget).

Time	Sequence of Activities	Materials
	B. (continued)	
15 min.	3. Brainstorm with the group ways that staff development might be implemented in the halfway-house in view of the difficulties already discussed. Record suggestions on a flipchart.	B3. Flipchart
15 min.	C. Review of personnel issues	
	1. Distribute handouts 1 and 2 and review briefly.	
	a. Performance Review Guidelines summarizes the points necessary to use the "management by objectives" approach discussed in the previous session and the "problem-solving" interview demonstrated at the beginning of this session.	C1a. Handout 1, Performance Review Guidelines
	b. Management of Human Resources is a discussion of all the factors to be considered in a complete personnel program for staff members.	C1b. Handout 2, Management of Human Resources

Points for Discussion

B. (continued)

C. Review of personnel issues

1b. Not all recommendations are appropriate for every organization, but they do provide a standard toward which to work.

Session 13: Information Gathering and Decisionmaking

GOALS/OBJECTIVES:	Participants will attain an increased awareness of the importance of the ability to make appropriate decisions and the necessity of using adequate information gathering procedures on which to base decisions. Participants will be able to: 1. Name and describe three major leadership styles 2. Name two basic kinds of information needed to run a halfway-house program and one specific source for each kind of information 3. Name three ingredients of effective decisionmaking by a halfway-house director.
TIME REQUIRED:	3 hours
EQUIPMENT:	Flipchart paper, felt pens, tripod, or masking tape
MATERIALS: (Handouts and references are found in Participant Workbook)	Handout 1, Kidney Machine Group Decisionmaking Exercise Handout 2, Kidney Machine Psychological Reports Sheet Handout 3, Improving the Decisionmaking Process Handout 4, Useful Guidelines for Decisionmaking Reference 1, Leadership Styles Reference 2, Forces that Affect Leadership Style
PRIMARY METHODS:	Lecture, discussion, small group work
MEETING ARRANGEMENTS:	Drawing 1, Round table setup in one room, drawing 4, Workshop setup in second room

Session 13:

Time	Sequence of Activities	Materials
10 min.	A. Introduction	
	1. Place session in context of previous sessions.	
	2. Review the day's activities.	
45 min.	B. Value of information and information gathering procedures	
	1. Start with a discussion of how we are deluged with vast amounts of information and of each person's information filtering system.	B1. Flipcharts
	Try to determine and to reveal to participants their conscious and unconscious ways of gathering information and the reasons they gather it. Record ideas on flipchart paper throughout for review at end of this discussion.	
	2. Begin to focus discussion on relevant issues, using the following questions:	
	a. When a prospective client enters your house, what type of information do you collect? Why? What do you use this information for? What could you use it for?	
	b. We all work in communities. Do you gather information on your community? Why?	
	c. If you were going to try to start another program in a different community, what information would you look for? Why? How would you use this information? What sources would you use?	

Points for Discussion

A. Introduction

1. Previous sessions have dealt with topics such as managing a changing organization, planning, board and director relationships, and financial and personnel issues. There are two elements critical to all of these areas: adequate and relevant information collection, and active, ongoing decisionmaking. Today we will explore these issues, which are vital to program survival.

2. This morning we will discuss information gathering processes and explore some of the reasons information gathering is critical.

   We will tnen move into the area of decisionmaking and the relevance of adequate information to decisionmaking. During this time, we will participate in an exercise to illustrate some of the major points.

   The way in which we make decisions often indicates the type of leadership style we prefer. We will also explore this issue and the implications it has for your role as a halfway-house director.

B. Value of information and information gathering procedures

1. We as individuals are constantly deluged with vast quantities of information. Some is stored for later use, but the majority is filtered out and discarded. This enables us to proceed with our functions without what we call "information overload." We all have a system for gathering, filtering, and storing information we consider relevant. Some of this is done consciously, but in most instances it is an unconscious reaction to the amount of information we receive.

2a. When client information is gathered at intake, it is primarily to ensure a match between the resources of the program and client needs. Such information can help you determine what changes are necessary to meet the needs of the majority of the clients in your community.

b. Programs should always assess the needs of the communities they serve, whether they are established programs or just beginning. If you are meeting the needs of your communities, their commitment and support are better assured.

c. An important consideration when starting a new program is that communities have anxieties about changing the status of their neighborhoods by opening such a program. You will want to determine the specific reasons for their anxieties and to develop plans to help alleviate these anxieties.

Time	Sequence of Activities	Materials
	B. (continued)	
	3a. Based on the points written on the flipchart, have participants give some general reasons why they gather information.	
	b. Give participants some ideas about information sources which may be available to them.	
15 min.	Coffee break	
1 hr.	C. Kidney machine group decisionmaking exercise	
	1. Explain differences which occur when sufficient information on which to base a decision is available and when it is not.	
	2. Explain the goals of the exercise: a. To explore choices involving values b. To study problem-solving procedures in groups c. To examine the impact of individuals' values and attitudes on group decision-making.	

Points for Discussion

B. (continued)

3a. Some reasons for gathering information are the following.

- To gather information that is absolutely necessary for a goal or purpose you have in mind
- To reduce variables to that a plan of action can be accomplished
- To develop plans and so make realistic decisions (to make best possible judgments)
- To determine future requirements for changes
- To identify allies and a constituency
- To meet the needs of clients, the community, and the program.

b. Many resources for gathering information are available, but you have to know what information you want and how you can best use it. Your intent must be made clear to the outside resources you use. Some follow:

- College students, professors, and universities may have data bases concerning the local community. They can canvass and survey the area to gather necessary information. They can compile and analyze inhouse information to determine trends. They can develop research projects to help determine needs and focus.
- Local planning departments often have good information on the surrounding community, population, and services available.
- Census departments.
- Social welfare and family planning groups.

Coffee break

C. Kidney machine group decisionmaking exercise

1. Generally, when we have a problem or indicator of a problem, or a goal or task to be accomplished, we try to generate as much relevant information as possible to make realistic decisions. If many or all the facts are available, this is a relatively easy process. But what happens if there is a lack of specific factual information on which to base decisions?

   The following exercise will help to provide some of the answers to this question as it occurs in a group setting and will also help to raise additional questions.

Time	Sequence of Activities	Materials
	C. (continued)	
	3. The facilitator forms three small groups and distributes copies of the Kidney Machine Description Sheet and the Kidney Machine Biographical Sheet to the participants and allows them a short time to read through the materials. To heighten the realism of the task, the facilitator may mention that there really is a Swedish Hospital in Seattle with a kidney machine, and that there really are groups of people at that hospital who meet to screen candidates for the machine.	C3. Handout 1, First two sheets of Kidney Machine Group Decisionmaking Exercise
	4. Distribute Kidney Machine Psychological Reports Sheet after participants have worked on the problem for 15 minutes.	C4. Handout 2, Kidney Machine Psychological Reports Sheet
	5. The groups are given approximately 30 minutes to arrive at a solution. The facilitator may ask them to specify the criteria they followed in reaching their solution.	
	6. When the time is up, the facilitator instructs the groups to evaluate their work in terms of the following: a. Who their choice was and why. b. Whether their task would have been easier had they had more information about each candidate. c. What effect(s) the psychological data had on their decision. d. To what extent they were motivated to *avoid* making a decision, perhaps by picking a candidate through flipping a coin, drawing straws, or otherwise leaving the matter to chance. e. To what extent the groups favored novel or unusual solutions, such as proposing that all candidates be attached to the machine for one-fifth of the time, or proposing that all candidates be allowed to die.	

Points for Discussion

C. (continued)

Time	Sequence of Activities	Materials
	C. (continued)	
	f. To what extent they tried to "objectify" an essentially subjective judgment by working out "formulas" or "point systems" for rating the candidates numerically, and whether this was effective.	
	7. The facilitator may wish to point out that the candidates are actually stereotypes of certain groups of people (e.g., the hard-working scientist, the career woman, the student radical). He may then ask participants to evaluate the decision they would have made with different stereotypes (e.g., if Bill were a black militant).	
	8. Discuss the dichotomy between decisions based upon valid information and decisions based upon a subjective concept of truth.	
25 min.	D. Analyzing and improving the decisionmaking process	
	1. Pass out handout 3 and lead discussion of the decisionmaking process. Consider the decisionmaking process in terms of every individual in the organization.	D1. Handout 3, Improving the Decisionmaking Process
	2. Explain how leadership style influences decisionmaking style, using reference 1. Illustrations may be written on flipchart.	D2. Reference 1, Leadership Styles
	3. Identify forces which affect leadership style, using reference 2. Ask participants to name circumstances in which various leadership styles are appropriate.	D3. Reference 2, Forces that Affect Leadership Style

C. (continued)

8. In all decisions, whether enough factual information is available or not, our values and perceptions influence the decisions we make. Given the same information, different people arrive at diverse solutions or decisions. The primary reason for this is the differing personal viewpoints we bring to a given situation.

   Most of the decisions we make are based on the truth of the situation as we see it. The problem is that different people have different "truths," which do not always agree. There is an equation which brings some of these factors to light:

   Truth = men + error

   In a practical sense, information gathering is truth-seeking; it provides a basis to determine whether our assumptions are correct and a way to define our truths.

   We need to examine our present "truths," search out information by which to evaluate them, and make revisions as the facts indicate. We have to be information specialists in order to arrive at the truths or the decisions upon which effective functioning is based.

D. Analyzing and improving the decisionmaking process

1. Decisionmaking is the process by which individuals or groups, using the information available to them, attempt to adjust their ideas and actions to a variety of personal and situational factors. These factors may involve personal or organizational issues.

   Consciously or unconsciously, a decision usually answers three basic questions: (1) Why is a decision necessary? (2) What do I intend to accomplish when I make a decision? and (3) How will I go about implementing it?

2. You as the director are responsible for the primary decisions that affect the operation of the program, but the implementation of your decisions is affected by decisions and actions made by your staff members. It is very important to realize that the decisions of even the maintenance man at times affect your decisions. The decisions and actions of your staff taken together determine the nature of your program and the services it provides.

Time	Sequence of Activities	Materials
20 min.	E. Staff decisionmaking 1. Explore the issue of delegation of responsibility. 2. Pass out handout 4 and review guidelines with the group.	E2. Handout 4, Useful Guidelines for Decisionmaking
10 min.	F. Summary Cover the following major points in your summary: 1. Value of information 2. Relationship between information and decisionmaking 3. Analyzing and improving the decisionmaking process	

Points for Discussion

E. Staff decisionmaking

1. On the graph of leadership styles, we encounter the word delegation. We all assume that delegation is a prime function of a director. The question is, delegation of what? Many of us would say the delegation of responsibility, but what is delegation of responsibility without a concomitant delegation of authority to act and to make decisions necessary to fulfill that responsibility?

   Many directors may feel that their staff is not ready to assume authority to make important decisions. If this is the case, is it the director's responsibility to prepare the staff to make decisions? As mentioned before, staff members are constantly making decisions. Staff training in this area may be to the director's advantage.

   Effective delegation can be accomplished with these conditions:

   - The staff has a clear understanding of program goals and needs.
   - It has an appreciation of the ways in which the program functions.
   - It sees the program in relationship to other organizations.
   - Each staff member has sufficient mastery of the tools of the trade so that others have confidence in him/her and he/she has self-confidence.
   - Each staff member has a feeling of responsibility for what takes place and to all those involved–staff and clients.

   Once the necessary training in these areas has occurred, the staff will be in a better position to accept responsibility and the authority that goes along with it. This will free you to make the most far-reaching 20 percent of the decisions and actions upon which program survival depends, including planning. You will have a program that is able to function in your absence.

F. Summary

1. Adequate and relevant information is essential to making good decisions. Its importance cannot be overemphasized, whether for planning, making action decisions, or examining assumptions we have always believed to be fact. We must remember not to gather information for its own sake but to have a purpose or use for it and to try to determine the type of data needed. Information is one of the best tools we have available to us. We have to become information specialists and to learn how to gather, share, and use it to our advantage.

3. Decisions are never made in a total vacuum. There are many forces that influence the decisions we make, such as our values and perceptions, the people or groups with whom we work, and the situations surrounding the decisions to be made. We have to realize that decisions emanate from everyone and influence the nature of our programs and the services the programs provide. This knowledge can be molded to constructive purposes or can hinder effective operation.

Time	Sequence of Activities	Materials
	F. (continued)	
	4. Delegating authority and responsibility	

Points for Discussion

F. (continued)

4. Along the same lines, we have to learn to delegate both authority and responsibility and to help staff members to grow and mature. This helps satisfy their needs and will eventually work to satisfy the organization's needs. It will also free the director to do the planning necessary to assure a dynamic organization that can make the changes necessary to survive. Improving the decisionmaking skills of the staff is of utmost importance.

Session 14: Work on Individual Plans and Participant Presentation

GOALS/OBJECTIVES:	Participants will sufficiently refine and improve existing planning and analysis skills to identify a specific problem, or a need for change, and will develop a plan for meeting the problem or need. Using information and materials from previous sessions, participants will be able to develop a plan to alleviate a selected problem. The plan should specify goals, needs, and objectives and should give at least two possible actions for solution of the problem.
TIME REQUIRED:	2-3/4 hours
MATERIALS: (Handouts and references are found in Participant Workbook)	Handout 1, The Planning Process (from session 4) Handout 2, Planning and Presentation Critique Form
PRIMARY METHODS:	Individual work
MEETING ARRANGEMENTS:	Drawing 2, Classroom setup

Session 14:

Time	Sequence of Activities	Materials
45 min.	A. Participant presentations	
	1. For the presentation on Ideas for Followup Programs, use the procedure as outlined in session 7 and the materials outlined in session 2C.	
2 hrs.	B. Description of task	
	1. Review the Halfway-House Assessment Worksheet and material learned during the training program.	
	2. Discuss the task to be accomplished. (Refer participants to session 4, steps in The Planning Process; have extra copies.)	B2. Handout 1, The Planning Process
	3. Distribute and explain the use of the Planning and Presentation Critique Form.	B3. Handout 2, Planning and Presentation Critique Form
	4. Have the group begin the task with each person working individually.	
	5. After the task is completed, gather all presentations and have them duplicated for the facilitator's review during the evening. These can be returned either before participants leave or first thing the next morning.	

Work on Individual Plans and Participant Presentation

Points for Discussion

A. Participant presentations

There are no discussion points for this section.

B. Description of task

1. During the course of the program, we have tried to impart content information and skills to help you in your functions as a manager. These have included information about boards of directors, funding sources, budget preparation, personnel issues, and group process and planning skills.

   Much of this information has been given in hypothetical form. We now are giving you time to apply this information to a problem you have selected related to the operation of your halfway house.

   The Halfway-House Assessment Worksheet was the primary tool used for selection of your program area. You have had time to determine a specific problem, and you will now have time to work on it without interruption.

2. Today we hope you will be able to complete the first phase of this task: developing a plan centering on a problem relevant to your needs. Use the steps of the planning process as explained in session 4 to guide your thinking.

3. The Planning and Presentation Critique Form is being distributed for your use in developing your plan. It is necessary only to complete the first five numbered items. These are the items on which you will be reviewed and critiqued by your peers in a later session. The numbers represent the rating that will be given with "1" representing a low score in the particular area and "5" representing the highest score.

4. Using the handouts, start developing a plan aimed at dealing with your identified problem.

Session 15: Presentation of Individual Plans: Associations

GOALS/OBJECTIVES:	Participants will sufficiently refine and improve existing planning and analysis skills to identify a specific problem, or a need for change, and develop a plan for meeting the problem or need. Participants will be able to use the Planning and Presentation Critique Form and the Score Sheet to review the plans of each individual member of their group and rate the elements of the plans on a scale of "1" to "5."
TIME REQUIRED:	3 hours
EQUIPMENT:	Flipchart paper, felt pens, tripod, or masking tape
MATERIALS: (Handouts and references are found in Participant Workbook)	Handout 1, Planning and Presentation Score Sheet (Duplicate sufficient copies for participants.)
PRIMARY METHODS:	Small group work, individual presentations, discussion
MEETING ARRANGEMENTS:	Drawing 5, Theater setup

Session 15:

Time	Sequence of Activities	Materials
30 min.	A. Participant presentations For presentations on associations, follow the procedure as outlined in session 7 and materials in session 2C.	
5 min.	B. Introduction Relate work to previous session and explain the overall procedure.	
1½ hrs.	C. Small group review and critique 1. Divide participants into groups used throughout training program. 2. Distribute to each participant enough score sheets to critique the plan of every person in the group. 3. Have participants exchange plans and start to critique them. 4. After all plans have been critiqued in the small groups by each person, total the ratings and determine the individual plan which seems to be the best in the group. The author will have 15 minutes during coffee break to plan the presentation to the entire group.	C2. Handout 1, Planning and Presentation Score Sheets
15 min.	Coffee break	
45 min.	D. Large group review and critique 1. The first group's presenter goes to front of room and presents the plan. The facilitator has the person's plan in hand and can assist as appropriate. 2. After the presentation, the facilitator and the group offer their comments on the plan's strong and weak points. Emphasize the process used, not necessarily dwelling on content (i.e., was it a specific objective, clear, realistic, measurable?).	D. Flipcharts or other equipment participants feel is necessary.

Points for Discussion

A. Participant presentations

There are no discussion points for this section.

B. Introduction

Yesterday you worked on your individual plans. Today we are going to review and critique those plans, offering suggestions for improvement and pointing out areas of strength.

First we are going to critique the plans in small groups. When this is completed, participants will select what they think is the best plan from their group. The person who has produced this plan will then be given the opportunity to present it to the whole group.

C. Small group review and critique

There are no discussion points for this section.

Coffee break

D. Large group review and critique

There are no discussion points for this section.

Time	*Sequence of Activities*	*Materials*

D. (continued)

3. Each participant has approximately 5 to 10 minutes to present his plan and 10 to 15 minutes for feedback from the group.
4. The process is repeated until all selected group plans have been presented.

E. Summary

The facilitator thanks presenters and reviews the steps of the planning process as they have been covered:

1. Agreement on goals
2. Gathering information
3. Involving others
4. Diagnosing needs, setting objectives
5. Choosing alternatives.

Points for Discussion

D. (continued)

E. Summary

There are no discussion points for this section.

Session 16: Closing Activities

GOALS/OBJECTIVES: A summary of the course will be given. Participants will take part in the final evaluation activities and receive certificates of attendance.

TIME REQUIRED: 45 minutes (Allow 30 to 45 minutes more if evaluation forms are used.)

EQUIPMENT:

MATERIALS: Participants' certificates

Reference 1, Program Goals (from session 1)

Reference 2, Program Schedule (from session 1)

PRIMARY METHODS: Group discussion

MEETING ARRANGEMENTS: Drawing 5, Theater setup

Session 16:

Time	Sequence of Activities	Materials
30 min.	A. Summary 1. Using the program goals and the schedule of activities from the sessions covered, review the events of the training program session by session.	A1. Reference 1, Program Goals Reference 2, Program Schedule
15 min.	B. Award of certificates 1. Introduce the person selected to present certificates. 2. The presenter may make a few remarks as appropriate. 3. Presenter may read name of each participant, ask the person to come forward to accept the certificate, and shake hands. (Award certificates alphabetically.) 4. Facilitators thank and congratulate participants and wish them good luck and farewell.	

Points for Discussion

A. Summary

1. Highlight the purpose and outcomes of each session as they relate to previous and following sessions.

Appendixes

Reference 2, NASA Exercise
Answer Sheet

RATIONALE:	CORRECT NUMBER:	
No oxygen	15	Box of matches
Can live for some time without food	4	Food concentrate
For travel over rough terrain	6	50 feet of nylon rope
Carrying	8	Parachute silk
Lighted side of moon is hot	13	Portable heating unit
Some use for propulsion	11	Two .45 calibre pistols
Needs water to work	12	One case dehydrated Pet Milk
No air on moon	1	Two 100-lb tanks of oxygen
Needed for navigation	3	Stellar map (of moon's constellation)
Some value for shelter or carrying	9	Liferaft
Moon's magnetic field is different from earth's	14	Magnetic compass
You can't live long without this	2	5 gallons of water
No oxygen	10	Signal flares
First-aid kit might be needed, but needles are useless	7	First-aid kit containing injection needles
Communication	5	Solar-powered FM receiver-transmitter

Reference 1, Prisoners' Dilemma

Goals

I. To explore the trust between group members and the effects of trust betrayal

II. To demonstrate the effects of interpersonal competition

III. To explain the merit of a collaborative posture in intra- and intergroup relations

Group size

Two teams of no more than eight members each.

Time required

Approximately 1 hour. Smaller teams take less time.

Materials utilized

Prisoners' Dilemma Tally Sheets.

Physical setting

There should be enough space for the two teams to meet separately without interrupting or disrupting each other. In the center of the room, two chairs for team representatives are placed facing each other.

Process

I. The facilitator explains that the group is going to experience a simulation of an old technique used in interrogating prisoners. (He carefully avoids discussing the objectives of the exercise.) The questioner separates prisoners suspected of working together and tells one that the other has confessed and that if they both confess they will get off easier. The prisoners' dilemma is that they may confess when they should not and that they may fail to confess when they really should.

II. Two teams are named, formed, and seated separately. They are instructed not to communicate with the other team in any way—verbally or nonverbally—except when told to do so by the facilitator.

III. Prisoners' Dilemma Tally Sheets are distributed to all participants. The facilitator explains that there will be 10 rounds of choice, with the Red Team choosing A or B and the Blue Team choosing either X or Y.

AX – Both teams win 3 points.
AY – Red team loses 6 points, Blue team wins 6 points.
BX – Red team wins 6 points, Blue team loses 6 points.
BY – Both teams lose 3 points.

IV. Round 1 is begun, with teams having 3 minutes in each round to make a decision. The facilitator instructs them not to write down their decision until he signals to do so, to make sure that teams do not make hasty decisions.

V. The choices of the two teams are announced for round 1, and the scoring for that round is agreed upon. Rounds 2 and 3 proceed the same way.

VI. Round 4 is announced as a special round, with the points payoff doubled. Teams are instructed to send one representative to the center to talk before round 4. After 3 minutes of consultation with each other, they return to their teams, and round 4

Reprinted by permission from "Prisoners' Dilemma: An Intergroup Competition," J. William Pfeiffer and John E. Jones (eds.), *A Handbook of Structured Experiences for Human Relations Training*, Vol. III (Rev.). La Jolla, Ca.: University Associates, 1974, pp. 52-56.

Reference 1, (Continued)

begins. The number of points for the outcome of this round is doubled.

VII. Rounds 5 through 8 proceed as in the first three rounds.

VIII. Round 9 is announced as a special round, with the points payoff squared. Representatives meet for 3 minutes, and then the teams meet for 5 minutes. At the facilitator's signal, they mark down their choices, and then the two choices are announced. The number of points awarded to the two teams for this round is squared.

IX. Round 10 is handled exactly as round 9. Payoff points are squared.

X. The entire group meets to process the experience. The point total for each team is announced, and the sum of the two outcomes is calculated and compared to the maximum positive outcome (126 points). The facilitator may wish to lead a discussion on the effects of high and low trust on interpersonal relations, on win-lose situations, on zero-sum games, and on the relative merits of collaboration versus competition.

Reference 2, On-the-Job Implications of Prisoners' Dilemma

Competition Versus Collaboration

Alcoholism agencies can be characterized as "prisoners" in a system that refuses to allocate the necessary resources to assure their survival. Available funds must be shared by alcoholism facilities and other health care programs. There aren't enough funds to go around, and competition often develops among programs.

A good example of this kind of competitive situation occurs in a community in which there are both well-run and poorly run alcoholism programs. The well-run programs may show up the poorly run programs. Hostilities between the programs develop, and communication is cut off.

A better alternative would be collaboration and cooperation, a sharing of resources and knowledge that would help bring the poorly run programs up to reasonable standards. In the long run, all programs would benefit: the better the programs are in general, the more support they will get from the public.

Trust

Many program managers characterize themselves as "hustlers." Hustling is fine in many situations. However, "hustling" and "conning" do have their drawbacks. One important drawback is that they usually destroy trust between people or groups.

If a person or organization on the receiving end becomes aware of the "con," they are likely to break off a relationship entirely or try to "hustle" the "hustler" in return. In other words, an atmosphere of trust has to be developed if any meaningful, continuing relationship is to develop.

An example you may be familiar with is that of the counselor and client. If an atmosphere of trust is developed, and each person is open and honest with the other, both people will benefit from the relationship: the counselor will receive satisfaction and will want to continue the relationship, and the client will continue to gain strength and confidence. If one of the two is dishonest with the other, a very destructive relationship may develop, or the relationship may end entirely, with the client not being helped and/or the counselor refusing to work with the client. In such a situation, one might feel he has the upper hand for a while, but usually the other person becomes wise to it, and both may lose. The same rules apply if you are working with funding agencies, service providers, or internal staff.

Selecting objectives and strategies

In the Prisoners' Dilemma game, as well as in the game of life, there may be less of an immediate reward when teams or people cooperate. Over a period of time, though, there are more effective gains. Results we desire most of all may take a longer period of time to accomplish.

People in the alcoholism field need to start planning for long-term results. We are in a time when our existence is constantly being threatened, either by lack of funds or by competition from other service agencies. Furthermore, the alcoholism field is changing quickly, and we have to be ready to adapt in order to survive. One of the best means for this survival is sufficient long-range planning, i.e., being able to forecast changes and planning to meet them. The Prisoners' Dilemma game illustrates the need for the selection of appropriate goals in order to develop effective strategies: this is the essence of good planning.

Handout 4a
Instructions for Role Players

1. Participants should not look at each other's roles.
2. Each person should read his part carefully and play the role conscientiously.
3. Put yourself in the role that you are given.
4. Participants should not overact.
5. Be natural, but emphasize behavior aimed at fulfilling your role.
6. Just before the session begins, introduce yourself to the whole group by the name of the role you are playing. Other role players will do the same.

Role Description

You are Reverend Marvin Turner, president of the board of directors and director of the Blairville Council of Churches. You were a member of the founding board and want to preserve the status quo. You also like your position as presiding officer.

Adapted and reprinted by permission from "Committee Meeting: Demonstrating Hidden Agendas," J. William Pfeiffer and John E. Jones (eds.), *A Handbook of Structured Experiences for Human Relations Training*, Volume I (rev.). La Jolla, Ca.: University Associates, 1974, pp. 36-44.

Handout 4b
Instructions for Role Players

1. Participants should not look at each other's roles.
2. Each person should read his part carefully and play the role conscientiously.
3. Put yourself in the role that you are given.
4. Participants should not overact.
5. Be natural, but emphasize behavior aimed at fulfilling your role.
6. Just before the session begins, introduce yourself to the whole group by the name of the role you are playing. Other role players will do the same.

Role Description

You are Louis Haber, vice president of the board, a lawyer, and an influential lay leader in the Blairville Methodist Church. It is your view that "God helps those who help themselves," and therefore you are lukewarm to the idea of seeking outside help for money. Also you think that the director, Jack Simon, should bear the major responsibility for solving financial problems.

Adapted and reprinted by permission from "Committee Meeting: Demonstrating Hidden Agendas," J. William Pfeiffer and John E. Jones (eds.), *A Handbook of Structured Experiences for Human Relations Training*, Volume I (rev.). La Jolla, Ca.: University Associates, 1974, pp. 36-44.

Handout 4d
Instructions for Role Players

1. Participants should not look at each other's roles.
2. Each person should read his part carefully and play the role conscientiously.
3. Put yourself in the role that you are given.
4. Participants should not overact.
5. Be natural, but emphasize behavior aimed at fulfilling your role.

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6. Just before the session begins, introduce yourself to the whole group by the name of the role you are playing. Other role players will do the same.

Role Description

You are Roberta Stevens, treasurer of the board and vice president of the Blairville Savings & Trust. You have recently joined the executive board and do not know too much about alcohol problems, but you are extremely interested and have good management ideas. Also, your experience in business has taught you the value of systematic planning.

Handout 4c
Instructions for Role Players

1. Participants should not look at each other's roles.
2. Each person should read his part carefully and play the role conscientiously.
3. Put yourself in the role that you are given.
4. Participants should not overact.
5. Be natural, but emphasize behavior aimed at fulfilling your role.
6. Just before the session begins, introduce yourself to the whole group by the name of the role you are playing. Other role players will do the same.

Role Description

You are John J. O'Hara, S.J., secretary of the board and associate pastor of St. Ignatius Church. You are an experienced administrator, as well as an activist and a strong believer in mobilizing the community to meet a crisis. Moreover, it is your opinion that you would be more effective as board president than Reverend Turner.

Adapted and reprinted by permission from "Committee Meeting: Demonstrating Hidden Agendas," J. William Pfeiffer and John E. Jones (eds.), *A Handbook of Structured Experiences for Human Relations Training*, Volume I (rev.). La Jolla, Ca.: University Associates, 1974, pp. 36-44.

Handout 4e
Instructions for Role Players

1. Participants should not look at each other's roles.
2. Each person should read his part carefully and play the role conscientiously.
3. Put yourself in the role that you are given.
4. Participants should not overact.
5. Be natural, but emphasize behavior aimed at fulfilling your role.

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6. Just before the session begins, introduce yourself to the whole group by the name of the role you are playing. Other role players will do the same.

Role Description

You are Geraldine Stone, chairman of the personnel committee and director of Christian education of the Blairville Presbyterian Church. You were a member of the founding board. Your solution to the current funding problem is to organize a volunteer committee to make the repairs and to do the redecorating. Generally you follow the lead of the board president, Reverend Turner.

Handout 4f
Instructions for Role Players

1. Participants should not look at each other's roles.
2. Each person should read his part carefully and play the role conscientiously.
3. Put yourself in the role that you are given.
4. Participants should not overact.
5. Be natural, but emphasize behavior aimed at fulfilling your role.
6. Just before the session begins, introduce yourself to the whole group by the name of the role you are playing. Other role players will do the same.

Role Description

You are Jack Simon, board member and director of Pathway Residence. You assumed that position 2 years ago, and through hard work and ingenuity have made substantial improvements in the program. You see this planning effort as the first step toward getting the board to do some long-range planning to meet future needs such as salary increases for staff, improvements to meet accreditation standards, and so on.

Adapted and reprinted by permission from "Committee Meeting: Demonstrating Hidden Agendas," J. William Pfeiffer and John E. Jones (eds.), *A Handbook of Structured Experiences for Human Relations Training*, Volume I (rev.). La Jolla, Ca.: University Associates, 1974, pp. 36-44.

Purchase Information for Resource Materials

These materials are used as part of the learning activities in various sessions of the training program. Depending upon the sessions used and the needs of the participants, facilitators and sponsoring agencies will determine whether or not to order additional copies for participants. All other handouts are provided in the *Participant Workbook.*

Administrator Plus (session 1)

Association of Halfway-House Programs of North America, Inc.
786 E. 7th Street
St. Paul, Minn. 55106

$0.50 each

Leadership Resources Management Library (Reading assignments in preparation for sessions 2A, 3, 6A, 10, and 11)

Leadership Resources Inc.
1 First Virginia Plaza
6400 Arlington Boulevard
Falls Church, Va. 22044

$10.50 each for 1-9 copies; $9.00 each for 10-99 copies; $8.00 each for 100-349 copies; $7.50 each for 350 or more copies.

Group Effectiveness (session 2D)
Planning for Change (session 4)

Leadership Resources Inc.
1 First Virginia Plaza
6400 Arlington Boulevard
Falls Church, Va. 22044

$1.50 each for 1-9 copies; $1.25 each for 10-99 copies; $1.00 each for 100-349 copies; $0.85 each for 350 or more copies.

Morale Index for Supervisors (sessions 10 and 11)

Leadership Resources Inc.
1 First Virginia Plaza
6400 Arlington Boulevard
Falls Church, Va. 22044

If Participant Presentations (session 2C) are included, one copy of each of the following titles should be ordered from the Association of Halfway-House Programs (see above):

Continuum of Care, $0.20 each; *Dynamics of a Halfway-House,* $0.20 each; *Code of Ethics,* no charge; *So You Want to Start a Halfway-House,* $0.20 each.

Bibliographic Reference

An annotated bibliography on virtually every aspect of management can be found in:

Drucker, The Man Who Invented the Corporate Society, by John J. Tarrant, Warner Books, 1976 ($2.50).

Assessment Forms and Tabulation Sheets

A Note To The Trainer Regarding Needs Assessment

The target audience for whom this training program was designed is described in section I of this manual. On the following pages are forms to help determine more precisely the needs and interests of the target audience as a basis for planning a minicourse or some other modification of the total course.

Two sets of forms are provided: one for selecting a minicourse and one for selecting individual sessions. Each set consists of two parts: an assessment form to send to prospective participants, and worksheets for tabulating their responses.

The assessment form should be sent to prospective participants along with a cover letter announcing the course dates, location, and other descriptive information, as well as instructions for completing and returning the form.

The tabulation of responses can be accomplished by using the appropriate worksheets. Step-by-step instructions are included for determining the minicourse or session most participants are interested in.

The assessment forms and tabulation worksheets provided are:

- Minicourse Assessment Form
- Tabulation of Minicourse Assessment Forms
- Session Assessment Form
- Tabulation of Session Assessment Forms

Please note that these forms are provided only as models and may be adapted by the trainer to fit a particular situation.

Minicourse Assessment Form
(for 1 to 2 days of training)

The training program you are invited to apply to attend will last: (to be checked by trainer)

½ day ________

1 day ________

2 days ________

********************** . ******************

In the space provided below, rank the following minicourse topics in the order that represents your strongest training needs. (1 = strongest; 5 = weakest)

(A) Facing the Future Together—how to work effectively with staff to meet the current challenges of alcoholism programming. (1 day)

(B) Specific Objectives for Basic Management Functions—how to set specific measurable objectives for high priority work. (1 day)

(C) Planning, Relations, and Problem-Solving—how planning principles and relational skills are combined to resolve problems. (1½ days)

(D) Raising, Maximizing, and Accounting for Agency Funds—how to raise money, make the most of what's on hand, and compare "actuals" to "projecteds." (5-7 hours)

(E) Organizing Work and Making Decisions—how to organize work, divide labor, and make effective decisions. (1 day)

(F) Supervision and Performance Appraisal—how to set job expectations, supervise, evaluate, and provide for staff development when indicated. (1½ days)

	Letter	Full title of the minicourse
1.		
2.		
3.		
4.		
5.		
6.		

(for trainer's use)

Tabulation of Participant Minicourse Assessment Form (for 1- to 2-day program)

1. Count up the number of 1 ratings received for each minicourse and multiply by 5 to get course score:

Minicourse	# of 1 ratings		Score
A. Facing the future together		X 5	______
B. Specific objectives for measuring functions		X 5	______
C. Planning, relations, and problem solving		X 5	______
D. Raising, maximizing, and accounting for agency funds		X 5	______
E. Organizing work and making decisions		X 5	______
F. Supervision and performance appraisal		X 5	______

2. Count up the number of 2 ratings received for each minicourse and multiply by 4 to get score:

Minicourse	# of 2 ratings		Score
A. Facing the future together		X 4	______
B. Specific objectives for measuring functions		X 4	______
C. Planning, relations, and problem solving		X 4	______
D. Raising, maximizing, and accounting for agency funds		X 4	______
E. Organizing work and making decisions		X 4	______
F. Supervision and performance appraisal		X 4	______

(for trainer's use)

Tabulation of Participant Minicourse Assessment Form
(for 1- to 2-day program)

3. Count up the number of 3 ratings received for each minicourse and multiply by 3 to get score.

Minicourse	# of 3 ratings		Score
A. Facing the future together		X 3	______
B. Specific objectives for measuring functions		X 3	______
C. Planning, relations, and problem solving		X 3	______
D. Raising, maximizing, and accounting for agency funds		X 3	______
E. Organizing work and making decisions		X 3	______
F. Supervision and performance appraisal		X 3	______

4. Count up the number of 4 ratings received for each minicourse and multiply by 2 to get score.

Minicourse	# of 4 ratings		Score
A. Facing the future together		X 2	______
B. Specific objectives for measuring functions		X 2	______
C. Planning, relations, and problem solving		X 2	______
D. Raising, maximizing, and accounting for agency funds		X 2	______
E. Organizing work and making decisions		X 2	______
F. Supervision and performance appraisal		X 2	______

Tabulation of Participant Minicourse Assessment Form (for 1- to 2-day program)

5. Count up the number of 5 ratings received for each minicourse and make that number the score.

Minicourse	# of 5 ratings	Score
A. Facing the future together		______
B. Specific objectives for measuring functions		______
		______
C. Planning, relations, and problem-solving		______
D. Raising, maximizing, and accounting for agency funds		______
E. Organizing work and making decisions		______
F. Supervision and performance appraisal		______

(for trainer's use)

Tabulation of Participant Minicourse Assessment Form (for 1- to 2-day program)

6. Add score of each minicourse under 1-5 to get [illegible] scores.

Minicourse	Score from 1	Score from 2	Score from 3	Score from 4	Score from 5	Total
A. Facing the future together						
B. Specific objectives for measuring functions						
C. Planning, relations, and problem-solving						
D. Raising, maximizing, and accounting for agency funds						
E. Organizing work and making decisions						
F. Supervision and performance appraisal						

7. Select the minicourse with the highest score.

Session Assessment Form

In the space provided below, rank the five most important session topics in the order that represents your strongest training needs. In some instances, the expected outcome describes the session content better than the session title. (1 = strongest; 5 = weakest)

A. "Discussion of Reading Assignment"—how to examine the effect of current trends in alcoholism on an agency in its present state of development. (½ hr.)

B. "Group Process I"—how to facilitate group consensus, how to demonstrate value of group work on selected kinds of tasks. (2½ hrs.)

C. "Group Process II"—how to foster productive, amicable group work. (3½ hrs.)

D. "Management and Change"—how to practice 12 basic management functions in a changing environment. (2¼ hrs.)

E. "The Planning Process"—how to formulate program outcomes with appropriate input from staff. (3 hrs.)

F. "Director and Board Relations"—how to improve them. (3 hrs.)

G. "Planning for Change"—practice applying planning skills to circumstances requiring changes in the status quo. (3 hrs.)

H. "Funding Sources"—how to identify new sources of funds; how to solve immediate problems within existing budget constraints. (1½ hrs.)

I. "Selected Aspects of Financial Management"—cost-cutting tactics when "belt-tightening" is called for. (1½ hrs.)

J. "Selected Aspects of Financial Management (cont'd)"—how to calculate cost per resident day and/or unit cost. (1¾ hrs.)

K. "Organization Structure and Position Descriptions"—how to organize staff and assign responsibility. (2½ hrs.)

L. "Personnel Evaluation and Supervision"—how to supervise and appraise performances. (2¾ hrs.)

M. "Appraisal Interview and Staff Development"—how to conduct an appraisal interview, how to address resulting staff development issues. (3 hrs.)

N. "Information Gathering and Decisionmaking"—explore different ways of making management decisions. (3 hrs.)

Letter	Full Title of the Session
1.	
2.	
3.	
4.	
5.	

Tabulation of Participant Session Assessment Forms

1. Count up the number of 1 ratings received for each session and multiply by 5 to get score:

Session	# of 1 ratings		Score
A. Discussion of Reading Assignment		X 5	______
B. Group Process I		X 5	______
C. Group Process II		X 5	______
D. Management and Change		X 5	______
E. The Planning Process		X 5	______
F. Director and Board Relations		X 5	______
G. Planning for Change		X 5	______
H. Funding Sources		X 5	______
I. Selected Aspects of Financial Management		X 5	______
J. Selected Aspects of Financial Management (cont'd)		X 5	______
K. Organization Structure and Position Descriptions		X 5	______
L. Personnel Evaluation and Supervision		X 5	______
M. Appraisal Interview and Staff Development		X 5	______
N. Information Gathering and Decisionmaking		X 5	______

Tabulation of Participant Session Assessment Forms (cont'd)

2. Count up the number of 2 ratings received for each session and multiply by 4 to get score:

Session		# of 2 ratings		Score
A.	Discussion of Reading Assignment		X 4	______
B.	Group Process I		X 4	______
C.	Group Process II		X 4	______
D.	Management and Change		X 4	______
E.	The Planning Process		X 4	______
F.	Director and Board Relations		X 4	______
G.	Planning for Change		X 4	______
H.	Funding Sources		X 4	______
I.	Selected Aspects of Financial Management		X 4	______
J.	Selected Aspects of Financial Management (cont'd)		X 4	______
K.	Organization Structure and Position Descriptions		X 4	______
L.	Personnel Evaluation and Supervision		X 4	______
M.	Appraisal Interview and Staff Development		X 4	______
N.	Information Gathering and Decisionmaking		X 4	______

Tabulation of Participant Session Assessment Forms (cont'd)

3. Count up the number of 3 ratings received for each session and multiply by 3 to get score:

Session		# of 3 ratings	Score
A.	Discussion of Reading Assignment	X 3	______
B.	Group Process I	X 3	______
C.	Group Process II	X 3	______
D.	Management and Change	X 3	______
E.	The Planning Process	X 3	______
F.	Director and Board Relations	X 3	______
G.	Planning for Change	X 3	______
H.	Funding Sources	X 3	______
I.	Selected Aspects of Financial Management	X 3	______
J.	Selected Aspects of Financial Management (cont'd)	X 3	______
K.	Organization Structure and Position Descriptions	X 3	______
L.	Personnel Evaluation and Supervision	X 3	______
M.	Appraisal Interview and Staff Development	X 3	______
N.	Information Gathering and Decisionmaking	X 3	______

Tabulation of Participant Session Assessment Forms (cont'd)

4. Count up the number of 4 ratings received for each session and multiply by 2 to get score:

Session		# of 4 ratings		Score
A.	Discussion of Reading Assignment		X 2	______
B.	Group Process I		X 2	______
C.	Group Process II		X 2	______
D.	Management and Change		X 2	______
E.	The Planning Process		X 2	______
F.	Director and Board Relations		X 2	______
G.	Planning for Change		X 2	______
H.	Funding Sources		X 2	______
I.	Selected Aspects of Financial Management		X 2	______
J.	Selected Aspects of Financial Management (cont'd)		X 2	______
K.	Organization Structure and Position Descriptions		X 2	______
L.	Personnel Evaluation and Supervision		X 2	______
M.	Appraisal Interview and Staff Development		X 2	______
N.	Information Gathering and Decisionmaking		X 2	______

Tabulation of Participant Session Assessment Forms (cont'd)

5. Count up the number of 5 ratings received for each session and make that number the score:

Session	No. of 5 ratings	Score
A. Discussion of Reading Assignment		______
B. Group Process I		______
C. Group Process II		______
D. Management and Change		______
E. The Planning Process		______
F. Director and Board Relations		______
G. Planning for Change		______
H. Funding Sources		______
I. Selected Aspects of Financial Management		______
J. Selected Aspects of Financial Management (cont'd)		______
K. Organization Structure and Position Descriptions		______
L. Personnel Evaluation and Supervision		______
M. Appraisal Interview and Staff Development		______
N. Information Gathering and Decisionmaking		______

Tabulation of Participant Session Assessment Forms (cont'd)

6. Add score of each session under 1-5 to get cumulative scores:

Session	Score from 1	Score from 2	Score from 3	Score from 4	Score from 5	Total
A. Discussion of Reading Assignment						
B. Group Process I						
C. Group Process II						
D. Management and Change						
E. The Planning Process						
F. Director and Board Relations						
G. Planning for Change						
H. Funding Sources						
I. Selected Aspects of Financial Management						
J. Selected Aspects of Financial Management (cont'd)						
K. Organization Structure and Position Descriptions						
L. Personnel Evaluation and Supervision						
M. Appraisal Interview and Staff Development						
N. Information Gathering and Decisionmaking						

7. Select the session(s) with the highest score.

Logistics Checklist: Equipment, Material, and Room Setup Requirements

Session No./Title	Equipment*	Materials	Room Setup
1. Orientation and Overview		Name tags Workbook containing: Interview Guide Article by Selden Bacon Study Guides for Reading Assignment Needs Assessment Form Program Goals Schedule Roster of participants Debriefing teams *Administrator Plus*, if purchased *LRI Management Library*, if purchased Other orientation materials, as needed	Large room Informal discussion
2A. Discussion of Reading Assignment		Matrix of participant ratings on flipchart Reference 2, Changing Organizational Needs	Large room Informal discussion
2B. Group Process	4 flipcharts, one in each corner of the room, prepared according to reference 1	NASA exercise, individual worksheet–1 per participant NASA exercise, group worksheet–1 per group NASA exercise, answer sheet and scoring instructions–1 per participant Elements of group work–1 per participant	Flipchart in each of 4 corners Chairs that can be rearranged in small clusters

*Flipchart paper on tripods (at least two, preferably four, felt pens, and masking tape should be available for each session and will not be listed.

Logistics Checklist: Equipment, Material, and Room Setup Requirements (cont'd)

Session No./Title	Equipment	Materials	Room Setup
2C. Introduction and Explanation of Participant presentations		Participant presentations' Topics, and objectives—1 per participant Resource materials Presentation signup sheet—1 copy posted conveniently	If feasible, it is beneficial to arrange a simple buffet lunch for the group in or near the training area for this session for three reasons: • It maintains the group feeling that has developed during the morning session. • Participants have time to consider and discuss the topics and to form groups while they are all together. • It saves time.
2D. Group Process (cont'd)		Group Effectiveness—1 per participant Obstructive Behaviors—1 per participant Group Process Observation Guide—1 per participant Prisoners' Dilemma Tally Sheet—1 per participant	Large room with divider or two adjoining rooms with a doorway between; workshop setup in each room
3. Management and Change		Group Process Observation Guide—2 copies per small group (4 to 6 people per group) 12 Functions of Managing—1 per participant Planning Process Management Functions Session Topics—1 per participant	Round table setup in one room Workshop setup in remaining room(s) (1 for each small group)
4. The Planning Process		Questions on flipchart ahead of time (See A3. a,b,c in "Sequence of Activities" for session 4)	Large room Classroom

Logistics Checklist: Equipment, Material, and Room Setup Requirements (cont'd)

Session No./Title	Equipment	Materials	Room Setup
4. (cont'd)		Reference 1, The Planning Process The Planning Process—1 per participant Writing Special Program Objectives—1 per participant Planning worksheets a,b,c—1 per participant Planning for Change—1 per participant	
5. Director and Board Relationships	Videotape equip.: microphone, 2 cameras, VTR tapedeck, monitor, mixer or Portapack, VTR tapedeck, monitor, microphone optional, but strongly recommended	Director and Board Guidelines—1 per participant Case study—1 per participant Board and Director Problem Sheet—1 per participant Instructions for Role Players—1 each for 6 participants (place in an envelope with the participant's name) Guide for Role Player Observers—1 each for 6 participants (place in envelopes with participant's name) Group Process Observation Sheet (See session 2)—1 for each of the remaining participants Hidden Agendas Information Sheet—1 per participant	Round table setup in one room Concentric circles of chairs with light and space for video equipment, if used in another room

Logistics Checklist: Equipment, Material, and Room Setup Requirements (cont'd)

Session No./Title	Equipment	Materials	Room Setup
6A. Planning for Change		Refer the participants to these materials distributed in prior sessions for resource materials: Session 4 The Planning Process Session 5 Pathway Residence Board and Director Problem Sheet Have extra copies of each available in case of need	Round table setup in 1 room Workshop setup in other room(s) (1 for each small group)
6B. Planning for Change		Assessment Worksheet—1 per participant Guidelines for Individual Program Projects—1 per participant Study guide—1 per participant	Round table setup in one room Individual workplaces in remaining rooms
7. Funding Sources and Participant Presentation: Philosophy of Funding for Halfway-House Programs		Objectives for first participant presentation on flipchart (see handout 1, session 2C) Participant Presentation Appraisal—1 per participant (See handout 2, session 2C.) Funding Sources—1 per participant Funding Sources, exhibits a-f—1 per participant Foundations—1 per participant Other Sources of Funding—1 per participant	Large room Round table setup

Logistics Checklist: Equipment, Material, and Room Setup Requirements (cont'd)

Session No./Title	Equipment	Materials	Room Setup
8. Selected Aspects of Financial Management			Round table setup in 1 room Workshop setup in other room(s) (1 for each small group)
9. Selected Aspects of Financial Management (cont'd)		Commonly Used Financial Management Terms—1 per participant Cost per Resident Day, Computation Case Study—1 per participant Unit Cost Computation—1 per participant Procedure for Calculating Allocated Administrative Cost. . .—1 per participant	Large room Round table setup
10. Organization Structure and Position Descriptions		Organization task instructions. . .—1 per participant Study Guide: Delegating and. . .—1 per participant Study Guide: Developing personnel—1 per participant Morale Index for Supervisors—1 per participant Morale Index Report Form—1 per participant	Large room, round table Workshop setup in other room(s) (1 for each small group)
11. Personnel Evaluation and Supervision		Objectives for participant presentation on flipchart (See handout 1, session 2C.) Personal Review Form—1 per participant Performance Planning and Evaluation—1 per participant (note: should be reproduced on both sides of paper) Management by Objectives—1 per person	Large room, round table

Logistics Checklist: Equipment, Material, and Room Setup Requirements (cont'd)

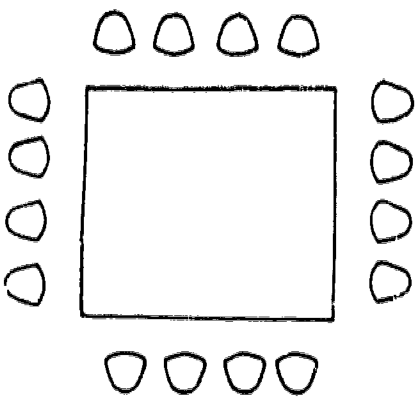
Session No./Title	Equipment	Materials	Room Setup
12. Appraisal Interview and Staff Development	Videotape equipment: camera VTR tapedeck monitor microphone	Objectives for participant presentation on flipchart (See handout 1, session 2C.) Personal Review Guidelines—1 per participant The Management of Human Resources—1 per participant	Large room, round table
13. Information Gathering and Decisionmaking		Group Decisionmaking Exercise—1 per participant Psychological Reports Sheet—1 per participant Improving the Decision-making process—1 per participant Useful Guidelines—1 per participant	Large room, round table Workshop setup in other rooms (1 for each small group)
14. Work on Individual Plans and Participant Presentation: Ideas for Followup Programs		Objectives for participant presentation on flipchart (See handout 1, session 2C.) The Planning Process (from session 4) Planning and Presentation Critique Form—1 per participant	Large room, round table Individual workplaces in other rooms

Logistics Checklist: Equipment, Material, and Room Setup Requirements (cont'd)

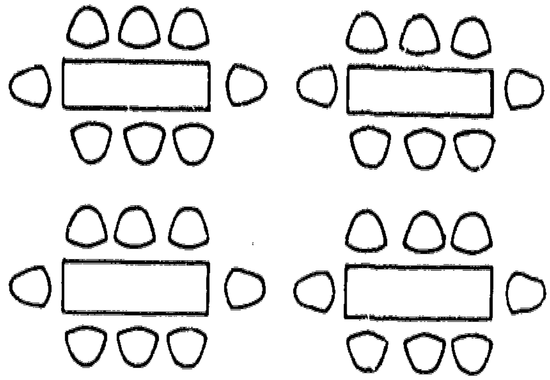
Session No./Title	Equipment	Materials	Room Setup
15. Presentation of Individual Plans and Participant Presentation: Associations		Objectives for participant presentation on flipchart (See handout 1, session 2C.) Planning and Presentation Score Sheet—1 per participant	Large room, theater setup Workshop setup in other room(s) (1 for each small group)
16. Closing Activities		Evaluation Instruments (posttest and evaluative review)—1 per participant Certificates—1 per participant (optional)	Large room, round table

ILLUSTRATIONS OF VARIOUS MEETING ARRANGEMENTS

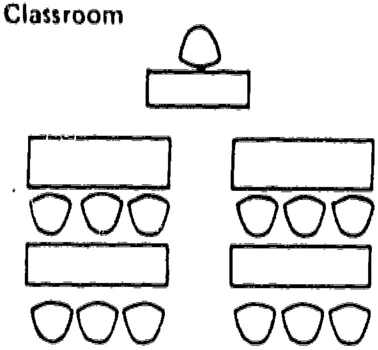
1. Round Table Discussion



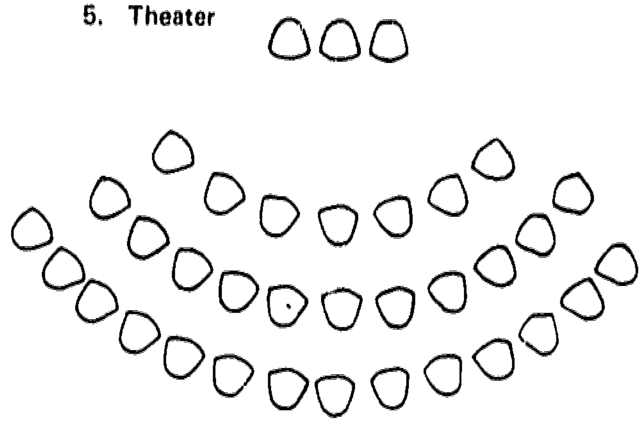
4. Workshop



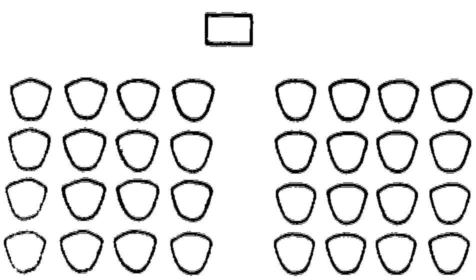
2. Classroom



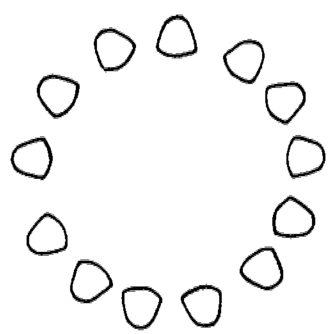
5. Theater



3. Auditorium



6. Informal Discussion



SYMBOLS: Chair Desk or Table Podium

Sample Presentation Cue Cards
(actual size 5 X 8)

media materials equipment	Session: 5 Title: Director and Board Relationships
	A. Introduction (30 min.)
Handout 1	• Purpose: to improve relationship with board of directors
	• Discuss handout items; elicit contributions from group
	B. Role play exercise (60 min.)
Handouts 4a - 4f	Assign roles and distribute instructions and role descriptions before start of session.
Handout 2	• Purpose: dramatization of some problems that might arise on agency board
Handout 3	• Distribute handouts 2 and 3 and allow 5 minutes to read
Handout 5	• Ask role players to retire to room 2 and to read their instructions; give others either handout 5 or Group Process Observation Guide
Videotaping equipment	• Begin role play—start videotaping
	• Terminate after 15 minutes
	• Ask group process and role play observers to report
	• Ask role players to read roles to group

media materials equipment	Session: 5 Title: Director and Board Relationships
	C. Hidden Agendas (25 min.)
Handout 7	• Distribute handout
	• Lead discussion • How do hidden agendas affect the group; how do they affect each member?
	• What are some indicators that a hidden agenda is operating?
	• Is the recognition of hidden agendas necessary to understand what is going on in the group?
	D. Videotape Replay (45 min.)
	• Play through tape asking participants to note:
	• examples of group process functions (task maintenance and obstructing actions)
	• examples of nonverbal behaviors that role players reported
	• Play tape again, stopping to point out examples of behaviors noted above
	E. Summary
	• Brief review of 7 points on Hidden Agenda Information Sheet
	• General implications of exercise for director and board relationship

Participant Pre/Post Cognitive Test
(To be administered at the beginning and end of the course)

Participant's Name ______________________ Date ______________________

1. Listed below are some functions that must be performed if an organization is to run smoothly and effectively. Check those functions you think a manager or administrator should be responsible for:

______ Developing objectives	______ Coordinating and informing
______ Setting frames of reference	______ Guiding and leading
______ Forecasting and planning	______ Surveying performance
______ Arranging for financing	______ Testing and evaluating
______ Organizing	______ Adjusting and integrating
______ Obtaining and developing personnel	______ Ensuring proper external relationships

2. A list of steps necessary for good planning follows. In what order should these steps be performed if the plan is to be well developed? Indicate your answer by placing a "1" before the first step, a "2" before the second, and so on.

   ______ Involving others

   ______ Choosing alternatives

   ______ Agreeing on organization goals

   ______ Gathering information

   ______ Setting objectives

3. Write a program objective that is specific, measurable, and time-phased.

4. Styles of leadership and styles of decisionmaking usually correspond. Below, rate from 1 (most applicable) to 4 (not applicable) the decisionmaking style(s) most likely to be used by a democratic leader.

   ______ Consulting. The leader gives the group members a chance to influence the decision from the beginning. The leader presents a problem and relevant background information, then asks the members for their ideas on how to solve it.

   ______ Persuading. The leader makes the decision without consulting the group, then tries to persuade group members to accept it.

   ______ Delegating. The leader defines a problem and the boundaries within which it must be solved. Then the leader turns it over to the group to work out a solution that makes sense to the implementors.

   ______ Joining. The leader participates in the discussion as "just another member" and *agrees in advance* to carry out whatever decisions the group makes.

5. List three kinds of behavior that interfere with effective group work.

6. What is the relationship between accreditation and third-party payments?

7. Where would you go to get a complete list of foundations in your State?

8. What does the phrase "management by objectives" refer to?

9. In the best run organizations, planning is usually kept separate from operations.

   ______ Agree ______ Disagree

10. Failure to delegate tasks sufficiently to get the job done is a characteristic of poor management.

   ______ Agree ______ Disagree

Answer Key
Participant Pre-Postcognitive Test

1.	All	Session 3, handout 2, Participant Workbook.
2.	3 5 1 2 4	Session 4, handout 1, Participant Workbook.
3.	For examples see	Session 4, handout 2, Participant Workbook.
4.	2 2 3 or 4 2 3 1 1	Session 13, reference 1, Participant Workbook.
5.	Blocking recognition-seeking diminishing awarding	Session 2D, handout 2, Participant Workbook.
6.	Accreditation of an agency program may be a requirement before an insurance carrier or public service agency will reimburse an alcohol agency for services for clients.	Session 7, handout 3, Participant Workbook.
7.	The local or regional office of the Internal Revenue Service. Each foundation must file a 990 form annually listing officers, assets, and grants.	Session 7, handout 3, Participant Workbook.
8.	A managerial method in which supervisor and staff define individual objectives consistent with program objectives, set measurable performance standards, and then compare actual performance periodically.	Session 11, handout 3, Participant Workbook.
9.	Disagree	Session 4, LR1 "Planning for Achieving Goals," pp. 11-13.
10.	Agree	Session 13, E. Staff Decisionmaking, Trainer Manual.

Session Title ______________________ Date ______________

Participant Postsession Rating Form
(administered at end of each session)

Please circle the response that most accurately reflects your reaction to this session.

1. Relevance of session content to your needs:

Highly Relevant		Adequate		Very Irrelevant
1	2	3	4	5

2. Relevance of session methodology to your needs:

Highly Relevant		Adequate		Very Irrelevant
1	2	3	4	5

3. Relevance and usefulness of handouts (if applicable):

Highly Relevant		Adequate		Very Irrelevant
1	2	3	4	5

4. Degree to which you understood the objectives of the session:

Thoroughly Understood				Did Not Understand Them At All
1	2	3	4	5

5. Degree to which objectives of the session were achieved:

Completely Achieved				Not Achieved At All
1	2	3	4	5

6. Degree of your interest in the session:

Excellent				Poor
1	2	3	4	5

7. Applicability of session content to your job duties and responsibilities:

Highly Relevant				Very Irrelevant
1	2	3	4	5

8. Effectiveness of facilitator presentation:

Extremely Effective				Extremely Ineffective
1	2	3	4	5

9. Please offer any general comments or suggestions for improvement of the session.

Debriefing Guidelines

These questions can be used to get verbal reactions from participants after the training program is concluded or at selected points during the training. The resulting information will complement the data collected on session rating forms (if used) and the final reaction forms.

1. What specific topics or sessions did you like? Dislike? For what reasons?

2. How can specific topics or sessions be improved?

3. Which methods are most effective? Ineffective?

4. How can the instructor's role be improved?

5. In general, will the content covered be useful to you on your job? If not, why not?

6. Were the day's activities in keeping with the session goals and objectives? Were the objectives achieved?

7. What other general comments or recommendations do you have?

Participant Final Evaluative Review
(to be administered at end of last session)

1. Looking back over the entire course, please rate the following aspects of your overall reaction to it:

a. Relevance of seminar content to your needs:

Very Relevant		Fairly Relevant		Not Relevant
1	2	3	4	5

b. "Mix" of intellectual materials with examples or applications:

Very Good Mix		Fair Mix		Poor Mix
1	2	3	4	5

c. Trainer/team performance (i.e., clarity, unity, cooperation):

Very Good		Fair		Poor
1	2	3	4	5

d. Course environment (site, accessibility, materials, arrangements, etc.):

Very Appropriate		Not Appropriate		Appropriate
1	2	3	4	5

e. Opportunity to inform course staff and other participants of your changing needs, views, etc.:

Ample Opportunity To be Heard		Some Opportunity		Little or No Opportunity To Express Myself
1	2	3	4	5

f. Delivery of new information:

All New Information		Some New Information		No New Information
1	2	3	4	5

g. Please rate the course as a whole:

Very Good		Fair		Poor
1	2	3	4	5

2. During the course, what presentation or activity was most rewarding to you?

____

Why? ______________________________

____

3. During the course, what presentation or activity was least rewarding to you?

____

Why? ______________________________

____

4. How valuable were the handout materials and readings?

Most Valuable		Fairly Valuable		Not Valuable
1	2	3	4	5

5. Have you found the Assessment Worksheet helpful?

Very Helpful		Fairly Helpful		Not Helpful
1	2	3	4	5

6. Did you learn much from the participant presentations?

Great Deal		Some		Nothing
1	2	3	4	5

7. How would you rate the seminar as a whole in relation to:

a. Clarity with which goals and objectives were stated:

Very Clear		Clear		Not Clear
1	2	3	4	5

b. Achievement of stated goals and objectives:

High Achievement		Moderate Achievement		Low Achievement
1	2	3	4	5

8. List any unanticipated benefits you received from attending this program:

9. Please add any other comments or reactions below relating to any aspect of the training that had an impact on you and that we have not covered in the previous questions (hotel accommodations, meals, support staff, sequence of events, workload, library, etc.):

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